# Kent Children's Future at Key Stage 2

## "Together we care and achieve"



**The KS2 Select Committee report which examines the reasons for variations in KS2 performance with a focus on schools in areas of deprivation.**

Kent
County
Council

## Foreword

Ask a politician why they entered politics and they will probably tell you 'to improve the lives of those we represent'. In truth, the opportunities to achieve that goal tend to be few and far between; which is why it has been such a pleasure to Chair this particular Select Committee, which considered the widely recognised issue for both Kent and the nation of Key Stage II results for education.

The greatest pleasure was to hear enthusiastic professionals from education tell us that despite the undoubted difficulties that deprivation brings into our classrooms and playgrounds, it does not have to scar the attainment and achievements of young people. Time after time, on visits, in evidence, from their data, educators responded to our question 'can we fix it? – yes, we can!'

And they showed us how they fixed it, with tracking, with expectation, with leadership, through excellent teaching; and sometimes more simply with a washing machine or other practical steps to engage families being overwhelmed by competing priorities around them.

It is these stories of quiet success in tackling the challenges faced every day which drive our conclusion. These stories of great joy in seeing the success of young people whose circumstances hint failure. These stories of stubborn refusal to accept life chances cannot be changed. These are the stories which both inform and delight the pages of this report.

This is a challenge which requires, quite simply, the brightest and best of our teachers and support staff in schools to use their skills for those young people who face the hardest tests en route to success. The habits and skills they impart to young people each day, makes better futures for us all tomorrow. This message was at it's clearest from talking to the young people themselves.

As a County, getting the habits and achievements for young people in education embedded before secondary schooling must be a key action which impacts the rest of their lives. There are many routes to success within this report. All beginning from the same point – an absolute refusal to accept that deprivation inevitably means poor educational attainment. We know it's not true. Here's how some shining beacons of excellent work make it so.

My thanks go to colleagues who served on the committee; an unusually freewheeling and eclectic bunch though they were to chair brought a wide range of skills; to our Research Officer, Philippa Cracknell, whose patient toil to inform views and opinions with data and evidence underpins all that follows, and to all those who gave up their time to give evidence.

Mr Chris Wells
Chairman of the KS2 Select Committee

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# Glossary

ABS   – Attendance and Behaviour Service
BESD – Behavioural, emotional, social difficulties
CAF – Common Assessment Framework
CPD   – continuing professional development
CYP – Children and Young People
EAL   – English as an additional language
EYFS -   Early Years Foundation Stage
FLO   – Family Liaison Officer
FSM   – pupils eligible for free school meals
IDACI - Income Deprivation Affecting Children Index
IMD   – Indices of Multiple Deprivation
LA      – Local Authority
LAC   - Looked After Children
LAN   – Learners with additional needs
MCAS – Minority Community Achievement Service
PSA   – Parent Support Advisor
PSM   - Preventative Services Manager
SALT  – speech and language therapy
SEN   – Special Education needs
SENCO – Special Education Needs Coordinator
SLCN – Speech, Language and Communication needs
STS   – Specialist Teacher Service

# Acknowledgements

We would like to thank all the education professionals, parents, pupils, preventative service managers and KCC officers who have taken part in this review and who have provided essential information and guidance.

The Key Stage 2 Select Committee

# Executive Summary

This report
- examines levels of attainment at KS2 by providing a detailed quantitative overview of current performance across the County,
- describes  the nationally agreed factors that contribute to differential achievement in deprived areas and how those factors are presumed to impact on  a child's individual attainment
- and asks how some schools have seemingly broken this link between deprivation and poor attainment.

The report considers to what extent factors about Schools, Pupils, Parents, and Communities/localities have impacted on Key Stage 2 performance of primary schools that have high proportions of children from low income families. It considers what role KCC may have in the future to assist these schools, in the context of the current Government policy agenda. The factors considered include:

- the impact of **Deprivation**
- **performance** at KS2 in Kent and compared to other local authorities with similar proportions of pupils eligible for FSM
- **factors about Schools** including Quality of teaching, Quality of leadership, Aspirations and expectations for pupils, Assessment Systems, Quality of Pastoral care and the engagement of governors.
- **factors about Pupils** including Attendance, Behaviour, Aspirations, prior attainment
- **factors about Parents** including pupil mobility, engagement and relationships with parents, parents aspirations for children
- **factors about communities/localities** including concentrations of deprivation

**Deprivation research**

Analysis shows that overall pupils eligible for FSM are less likely to achieve Key Stage 2 threshold measures of level 4+ English and Maths and that there is a clear, measurable gap between the achievement levels of young people living in the most and least deprived areas of the county. In 2010 performance in Kent showed an achievement gap between pupils eligible for free school meals and their peers achieving Level 4+ in English and Maths combined of 28%, compared nationally to a gap of 21%.[1] Analysis shows that eligibility for free school meals is strongly associated with poorer performance at every key stage. **By Key Stage 2, the odds of a non FSM pupil achieving level 4+ in English and Maths are 3.4 times higher than that of a FSM pupil.**

The link between deprivation and lower educational attainment is well proven in national and international research. This report demonstrates that the relationship between deprivation and low educational attainment is sustained and persistent, regardless of the age at which educational attainment is measured. Of greater significance, is that this is not automatic or inevitable. **Deprivation is clearly a disadvantage, but the evidence shows it is an answerable challenge, and not an excuse for low attainment.**

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[1] Data for 2010 does not include schools who boycotted the KS2 tests

**Schools that break the link**

Understanding how this link between deprivation and attainment is seemingly broken by some schools is key to the findings of this report. Research suggests family characteristics and the home environment of children who experience deprivation have strong and persistent effect on life chances, and influences opportunities for learning. School strategies and approaches to these issues are important for deprived pupil outcomes, although effectiveness varies considerably between schools. The school attended makes a significant contribution to explaining differences between pupil attainment and progress, attitudes and behaviour. (Mortimore et al 1988, cited DCSF 2009).

It is clear there is much that schools can do to minimise the impact of deprivation, and ensure pupils with deprived backgrounds are not permanently disadvantaged as their attainment and progress are supported. Some schools in Kent, despite higher than average levels of FSM and under considerable pressures from community disadvantage, have met or exceeded the threshold floor target for Pupils at KS2.  How these schools have achieved this target is an important lesson in best practice.

**The school role**

Schools are only part of the interventions that can challenge the impact of deprivation but do have considerable influence on children's lives.  The emphasis is how to keep schools focused on learning, not overly distracted by high levels of deprivation, nor building programmes, or applying for academy status or frustration with other preventative service thresholds. Schools need to focus on what they are professionally good at, the things they can influence, not try to tackle the whole social situation. There are 3 basic ways in which schools work

1. What schools do within their own environment, functions within their gift – such as leadership and management
2. Things that school can influence – which are partially in their gift  e.g. involvement of the parents and wider community
3. Factors outside their gift, housing, poverty, immigration, debt – they can respond to government policy but can only be distracted from their primary purpose by many of these bigger things

From the evidence, the successful schools controlled and changed what they do in school, then reached across to the community, which is a slower process. Schools were more successful where they supported their families and communities, and took a "whole child" approach to education. These schools have developed practical ways in working across school-home boundaries and addressing social and emotional development, physical and mental health and well-being; in the interests of better learning for the child.

Successful leadership dealt with the significant outside deprivation challenges affecting pupils and their schools by pragmatic management which enabled learning. Leaders removed barriers where they could, to minimise the impact of other barriers outside of their influence – focusing on pupils 'readiness for learning'. Pupils' outstanding progress was linked to the schools ability to address the profound and often multiple needs of it's vulnerable pupils skilfully, instilling excellent attitudes to

teaching and learning, helping pupils to profit fully from good teaching and a well tailored curriculum.

The best Leaders and Managers improve standards through an unrelenting focus on quality of teaching and learning, assessment and tracking, and have good or outstanding schools despite challenging circumstances 'bucking the trend', and sometimes the expectation, of poor results. Conversely, where this is not the case, these factors are key reasons for under performance in some schools.

A broad, challenging, and motivating curriculum is vital in sustaining and promoting educational attainment. Pupils with a high level of engagement and enjoyment of a balanced, broad and quality curriculum ensure significant impact on pupil learning and outcomes. Using a creative, and rich, curriculum, vibrant, engaging teachers, 'should wake up thinking in children', and motivate them, engaging pupils in their own learning progress. If children look forward to coming to school, and enjoy the experience, they are in a better frame of mind to learn.

**Good teaching is where we begin**

Those schools where Leaders insist that good teaching is the minimum standard, and expect outstanding teaching and planning, can address the learning needs of different groups of pupils to achieve better outcomes. Leaders need a specific set of skills, including being able to analyse what goes on in the classroom and how to address the issues that arise. Where there are inadequacies in teaching style, or not enough good teachers, schools are assessed as only satisfactory. A 'satisfactory' level of teaching is not good enough for pupils to make good progress, and requires improvement. Improved consistency to good or better teaching is the key to successful outcomes for pupils.

The essential issue is less about individual teachers, all get good initial training; it is the culture of the school. Some teachers are strong, and would be good whatever the culture of the school. The evidence highlighted teachers who reportedly were previously satisfactory, but had flourished under excellent leadership, support to improve, and worked in a culture driving for improving standards. The strategic issue is whether the school is the kind of place where all teachers are helped to be at least good, something all schools should have a system to achieve. The school must monitor the teaching consistency regularly, feedback on improvement points, and give help and support where necessary. There should be peer review, evaluation and development points, within a set process so that teachers are not just judged on what is observed on a particular day. The school must look at the impact of teaching on pupil progress, and the pupils work. In the final analysis, teaching is only good if you can see it reflected in the work of the pupils, their progress, and what these confirm of their experiences.

The children in challenging schools that had bucked the trend knew they were being helped to learn, were motivated and eager to continue with their learning. The successful schools had a whole set of processes to raise the level of teaching, through a team culture and joint commitment to improve and deliver 'the best'. Teachers need to up-skill first, through effective monitoring and support to improve, and be accountable and challenged on pupils progress. Leadership needs to know how to improve the quality of teaching and accelerate the rate of learning.

Using evidence from assessment to adapt teaching to meet needs of learners is a significant factor, and fundamental in addressing underachievement. Robust assessment and tracking systems contributed significantly to improving standards, through regular monitoring, identifying where teaching and learning could be enhanced to accelerate progress. The systems for tracking pupil progress and teachers' understanding of how well pupils are doing has proved effective in raising expectations, identifying pupils at risk of falling behind, thus needing extra help, and showing where pupils need extra challenge. This has had a big impact on pupil progress by enabling teachers to respond by identifying where teaching can be strengthened, adapting their planning, setting appropriate challenge, and targeting resources quickly to ensure pupils make good progress.

## Pupils driving progress

From the evidence, it is clear pupils made better progress when it was identified what they needed to do to improve to reach the next level – allowing the learner to drive their learning. The schools that did well knew how to accelerate learning for pupils who needed to make more progress and did not accept a pupil's background determines poor attainment.

Pupils need challenge, and to challenge themselves.  To be able to do this a learner needs to be able to explain what they have learned.  Children may not naturally relate learning so they need to acquire this habit, and this is something that teaching can do to make the learning explicit.  Teachers must help to make the understanding clear for the learner, and also have the learner say what they find difficult, and how they apply the learning.  When you put the learner in charge you have a position where they can say what they need to do or what they want to try or do next.  Good consistent marking that is timely and regular, feedback, and individual targets, with understanding of where they are and what they need to do next to improve, are significant drivers for improved outcomes – as the children become the drivers.  The whole process should make what learning is about clearer, and when this is done well it challenges the learner to learn at a higher level.

## Headteachers and Governors

Finding high calibre Headteachers is a national issue, 25% of Kent Headteachers will retire in the next few years and it can be difficult to recruit Headteachers especially for schools in less advantaged areas.  This is a key strategic issue. There is a need to grow our own Headteachers - it is not about a potential Headteacher having years of experience but having the right experience and skill set, and in the short term spreading the use of the best Headteachers via more collaboration between heads, thus spreading good practice across more schools.

A further variation is the engagement of governors in primary schools and their skills. The role of governors is critical and their engagement is impacting on Key Stage 2 performance. The evidence suggests school governance is an influential factor on attainment and that it needs to work closely with the school and also be able to hold them to account. Governors were most effective when they are 'fully involved in the school's self-evaluation and use the knowledge gained to challenge the school, understand its strengths and weaknesses and contribute to shaping its strategic direction'. (Ofsted April 11).

One of the reasons that the Government has given for schools moving to Academies is that there is evidence that Academy Governors are more challenging, but there is no reason why all school Governors should not challenge. There is a need to raise expectations, and understand the succession planning for a new generation of headteachers, and a new generation of governors to challenge the headteachers.

**The learning continuum**

The impact of low levels at entry in the early years was a factor. What is evident is that overall improvements in the Foundation Stage have been achieved and it is expected that this improvement will continue to be evidenced within both KS 1 results (which are demonstrating year on year improvements) through to KS 2. Fundamental to this is for schools to value and build on previous learning, therefore transition is important as well as a shared understanding that quality teaching first is fundamental for quality learning to follow. However it was clearly identified that there is a need to think of the 'destination continuum' – that there is a need to lift attainment at KS2, making sure it is part of a continuous improvement for young people and not a situation to be viewed in isolation.

A further factor to consider is that where interventions are delivered, how are they assessed and evaluated? Fundamentally do they close the gap long term or do they merely bring a child up to expected levels now, and then following the withdrawal of the intervention, the child "drops back" to below the expected level. There is more to do and there is a need to link Children centres, nurseries and primary schools to consider the pupils learning journey as a whole, sharing practice and training. The evidence identified a need to not only continue to improve levels at intake but that relationships with pre-schools, children centres and schools need strengthening and aligning, including a continuity of preventative services as children move into new schools.

**Out of school**

Extra curricula learning can have benefits for pupils from disadvantaged backgrounds, giving valuable experiences, enhancing the curriculum and enabling pupils to have cultural and sporting opportunities that extend beyond the communities where they live. Good education outside of classroom can lead to improved outcomes, including helping pupils to engage in learning, improving achievement, standards, motivation and personal development. It was noted that the success of enrichment and extended service activities is dependent on schools being able to target families and pupils most in need. The ethos and principles which underpin these activities in the county struck a chord and seem of particular relevance to the whole report:

**The 5As**

1. If you can raise a child's **Aspirations**;

2. It will improve their **Attitude** to learning;

3. Which will enhance their **Attendance**;

4. Thus improving their **Attainment** and

5. Life-long **Achievement**

**Beginning at the borders**

In Kent 60% of schools are deemed to be good or outstanding, with 3.6% in a category (notice to improve or special measures) and the remaining 36% satisfactory. There is, however, a significant proportion of primary schools in a borderline satisfactory category. These are schools where overall effectiveness is judged only to be satisfactory and achievement, teaching, leadership and management are also only satisfactory. The position in Kent is clear – In Ofsted terms "satisfactory" means "adequate" which is not something to be satisfied about.  Children need to make good progress, and schools should have plans to move on from satisfactory to good and should understand what they need to do to achieve this.  When Ofsted award "satisfactory" they make recommendations on how to make the school better than it is.

'Satisfactory' schools has direct relevance to 'The social aspiration gap', as 'Satisfactory' schools have a widespread impact on outcomes for disadvantaged children (and other children) as well as failing schools (Francis 2011). Given the importance of schooling for the life chances of disadvantaged pupils and concentrations of such pupils in '(un)satisfactory' schools, a step change in the performance of these schools could make an important contribution to closing this aspect of the gap and improving overall performance. It is suggested that 'longer term' satisfactory schools have a lower capacity to improve and that these schools need better support and accountability to enable improvement. There is a key challenge for these schools in spreading the good practice which they do contain across the whole school. Lying behind the call both for greater support and guidance for these schools, is that the status of 'satisfactory' is only acceptable if it is explicitly seen as a foundation for improvement.

**Aspirations and Involvement**

Research identifies low aspirations in parents, and for their children, from deprived backgrounds has a negative influence on children's outcomes, ability to engage, and learn from what is provided in the classroom.

Where child and parental aspirations are low, parents are often difficult to engage, insular, sometimes transient, or even 3rd or 4th generation unemployed, with no understanding of other lifestyles.  Such characteristics often result in minimal support for education and learning. Where schools recognise these limitations on pupils, they commit not only to the children, but also to supporting the parents. There is a need to raise the aspirations of the children, and to do that effectively means influencing parents as well.  This is often achieved through a more creative curriculum, which involves parents in the school, and their own understanding of learning, fostering positive attitudes.

The pupil voice provided valuable insight into the importance of happiness in pupils to enable them to be willing and able to engage in learning; increase in confidence; and succeed in reaching their potential. Overall, the results show children are most concerned that lack of money, poor secondary education, exam failure, poor health and/or family issues will prevent them from achieving in the future. Pupils love of learning, enjoyment and engagement with school came across strongly. The importance of a supportive environment, and an enjoyable, educational learning experience was clear.

Pupil role models seemed largely influenced and inspired by celebrity culture. There were fewer celebrity role models for the schools that had higher attainment, and for one such group, although 50% of the class named a celebrity as their role model, each choice related in some way to future career intentions. For example, children who named authors planned to be authors in the future.

The insights highlighted the importance of celebrity culture to children, and issues concerning their future including low self-worth, fear of injury, parental concerns and peer pressure.

Overall parents were very positive and had good relationships with school, commenting that their child was 'thriving', that they have 'lots of experiences and opportunities', 'are making progress', that their children 'love coming to school and enjoy their day'. Significantly, parents regarded the FLO PSA as being of particular help. This supported other research that in improving outcomes for pupils, enjoyment at school, good information about pupil progress, and how parents can help support this at home, is as important as good teaching, supporting children to reach their potential, approachability, and excellent pastoral care.

It was significant that not all parents included comments about how their children may achieve their goals, but those that did highlighted the need for their children to work hard and their role in providing support. Getting parents involved with their child's learning, getting them to read with their child and getting them to come into the school and take a real interest in what their child was doing, really improved the outcomes for those children.

Drugs and falling in with the 'wrong crowd' were highlighted by parents as the main barriers to their children achieving in the future.

**The Kent Challenge**

Although there is much to celebrate in Kent schools with evidence of outstanding leadership and classroom practice, innovation and dynamism, some schools are facing specific challenges and performance in some schools does not meet the high standards expected. Kent has introduced a new school improvement model and 'The Kent Challenge', looks to improve outcomes in failing schools but also to raise levels of practice in satisfactory schools. The Kent Challenge and Leadership Strategy will hopefully provide a more strategic approach, with more effective cross school participation and management. The Kent Challenge has clear expectations of school performance and pupil attainment and clear accountability. The plan is to address underachievement in schools and build on Kent's new model to help deliver **a county wide school improvement strategy, embracing all schools**, by shining a spotlight on the reasons for low performance of schools and the underachievement of pupils from disadvantaged backgrounds and communities.

Structural solutions have provided answers for some schools. There are a number of structural solutions:-
1) Loose collaboration – where schools can learn from each other.
2) Soft Federation – pool resources and share teachers
3) Hard Federation – Headship across a number of schools, shared resources and teaching, joint learning
4) Academy - can offer the same as 3) above

It is about sustainable improvement through a high calibre of leadership and management. The evidence gathered showed 2 Federations where the securing of effective Leadership had made significant improvement to outcomes or was making good steps to tackle standards of teaching, assessment and individual targets. Federations also provided advantages through opportunities to share resources and pool staff, and use budgets to bring in joint support when needed.

**Challenges to services**

The main reasons for underperformance and contributing factors are:

- insufficient high quality leadership
- too much teaching that is only satisfactory
- weak tracking and assessment systems
- difficulties recruiting and retaining staff
- governance not sufficiently challenging
- low expectations, low aspirations and poor attitudes to learning, low motivation
- contributing/complicating factors: high mobility, late arrivals in year 6, school managing significantly high levels of social service involvement which impact on child and learning, reduction in support from other services, low levels at entry to school. Although exceptionally challenging circumstances they are not an excuse for low attainment. However some schools are dealing with a large number of problems and a large number of pupils with these problems, i.e.. EAL, mobility, in year and late arrivals, and although they are doing well under the circumstances could be doing even better with a smaller number of these pupils.

Every day that children spend in classrooms where they are not learning properly is another day that they are held back from achieving their full potential. The Education, Learning and Skills Directorate are making considerable effort to raise levels of attainment, especially through the Kent Challenge programme, however there are still issues across the county, including:

- To significantly reduce the number of schools in category, or in Kent Challenge.
- To increase the number of headteachers with the ability to drive up standards and plan for an impending large number of retirees.
- To press Teachers more to acquire skills to raise attainment.
- To ensure the LA can provide enough ongoing challenge and support.
- To ensure Governors understand the required skills for new headteachers.
- To enable and ensure governors provide the right challenge to their headteachers. Levels of understanding of data and what it is telling governors about their schools is impacting on the ability of governors to challenge and set improvement priorities. Finding suitable governors with the right skills and time is a significant issue.

- To advise on and influence the targeting of Pupil Premium monies. Is the Pupil Premium designed to provide a resource to tackle the barriers to learning for children facing the biggest hurdles being used to shore up general school finances?
- To ensure directly provided LA support can meet demand and balancing this with budget pressures. Are we reducing directly provided LA support (Educational Psychologists, specialist teachers, extended services coordinators)at the time they are most needed?
- To sustain the great improvement in EYFS results.
- To work with Specialist Children's Services to ensure that their work is focussed on raising attainment. With Children's Social Services concentrating on the most difficult and complex cases, will schools be able to cope with the problems many children present? Can preventative services keep pace with this demand?

## Our challenge to Education, Learning and Skills Directorate (ELS)

There is only one recommendation from this report.  In the spirit of challenge to schools, and their need to challenge their teachers and pupils, the Select Committee challenge ELS to take this information, and begin a process of sharing with stakeholders the purpose, relevance, and importance of this data and evidence, driving improvement in Kent Schools and ensuring the best quality leadership and teaching performance be targeted on our most disadvantaged schools and their communities.

**The data and evidence point directly to 7 key points:**

- **Change is possible with ELS(KCC), Governors, Schools and partners challenging and working together.**

- **Can transform schools in challenging circumstances.**

- **Can close the gap in attainment for pupils from more deprived backgrounds. Can ensure performance of deprived pupils improves significantly so that gaps in attainment close.**

- **Can transform schools and challenge them to be outstanding not satisfactory. Can ensure there are more significantly good or outstanding schools in Kent, and in more deprived areas.**

- **Can transform outcomes at Key Stage 2.**

- **Can be more transparent about outcomes at Key Stage 2.**

- **Can ensure future attainment is above National average at Key Stage 2 in Kent.**

**The Key Findings of the report are set out at:**

The key findings summarise the main points arising. These are not exhaustive and do not give the full illustrations as in the body of the text.

# 1 Introduction – 'Key Stage 2 – My Future'

## 1.1 The Terms of Reference

The Scrutiny Board and ELS POSC agreed to establish the Key Stage Two Select Committee with the following terms of reference:

**To examine the reasons for variations in KS2 performance of all Kent schools with a focus to those schools in areas of deprivation.**

Purpose and objective of review:

a) To **examine levels of attainment at KS2** by reviewing the performance of all schools - to create a common understanding of the current situation by providing a **detailed quantitative overview** of current performance at county, District and school level.

b) To gain an **understanding of the nationally agreed factors** that contribute to differential achievement in deprived areas and how those factors impact on children's individual attainment and on overall school performance.

c) To **explore what measures** have been put in place in schools and their surrounding communities to mitigate the effects of disadvantage or low attainment and consider their effectiveness, **exploring the factors** that have **enabled some schools** within individual districts to have seemingly **broken the link between deprivation and poor attainment.**

## 1.2 The KS2 Select Committee Membership

The Key Stage Two Select Committee is made up of the following members:


Mr Chris Wells (Chairman)


Mr Martin Vye


Mr Harold Craske


Mrs Penny Cole


Mr Peter Homewood


Mr Richard Parry


Mr Leyland Ridings MBE


Mr Kit Smith

**1.3    The Review**

The review into KS2 was established because Levels of attainment at KS2 are a national and local priority and progress in Kent KS2 results as a whole have been below national average for many years - 17% of schools[2] (64 schools) were below the 55% floor target of achieving L4+ in English and Maths combined. Many of these schools have a high IMD (Index of Multiple Deprivation) or Free School Meal (FSM) indicator, but not all. The Committee set out to determine what might explain the variation in results at KS2 and the factors which have enabled some schools to have seemingly broken the link between predictors of poor attainment (such as deprivation) and actual poor attainment, and thereby inform targeting of work to improve attainment for all children in Kent. There are a number of schools where the KS2 results have been declining for three years though are not performing below the national floor target. This is a significant group as in the main these schools do not have high FSM or a high IMD.

1.4    National research has shown a clear impact and link between deprivation and educational attainment and identified many factors which contribute to the differential in achievement.   Understanding the challenges faced by some schools and the contributory factors is important, enabling a focus on which might mitigate the effects of disadvantage and therefore improve attainment.

1.5    The report considers the impact of deprivation on attainment and to what extent **factors about Schools, Pupils, Parents, and Communities/localities** have impacted on Key Stage 2 performance of primary schools that have high proportions of children from low income families. It considers the role of KCC in the future within a fast changing environment, and the Government policy agenda. The factors considered include:

- the impact of **Deprivation**
- **performance** at KS2 in Kent and compared to other local authorities with similar proportions of pupils eligible for FSM
- **factors about Schools** including Quality of teaching, Quality of leadership, Aspirations and expectations for pupils, Assessment Systems, Quality of Pastoral care and the engagement of governors.
- **factors about Pupils** including Attendance, Behaviour, Aspirations, prior attainment
- **factors about Parents** including pupil mobility, engagement and relationships with parents, parents aspirations for children
- **factors about communities and localities including** concentrations of deprivation

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[2] 17% of schools below floor target, out of 377 schools (although there are 417 mainstream KS2 schools altogether.). This is due to exclusion criteria not including schools who boycotted SATs, schools with fewer than 11 pupils on roll at end of KS2, includes mainstream schools only as per NI definition. As a percentage of the full 417 it would be 15.3 %.

**1.6     Evidence – Methodology**

A number of evidence sources were used to inform the investigation. These included the following:

a)  Quantitative Overview to analyze Kent Key Stage 2 performance data

b)  Comparison of Kent to Statistical neighbors and other authorities

c)  Background documents and National research evidence on factors that contribute to differential achievement in schools and specifically in deprived areas.

d)  Information packs containing research summaries, briefing notes

e)  Analysis of KS2 Attainment data to identify a study group of schools. As part of this the Committee considered schools with high levels of FSM and high IMD indicators that were above the national floor target, schools with either a record of continuing improvement, or declining trend though performing above the national floor targets, and schools with 2 or more years below the national floor target of 55%. The final study group selected focused mainly on schools with High levels of FSM and IMD that were doing well, and also schools with high levels of FSM that were consistently well below floor targets. Newly published National research (RSA Dec 2011) focused on schools that were graded as satisfactory and their improvement. Schools were selected for in-depth analysis, and interrogation and analysis of Ofsted reports for comments that highlight factors contributing to improving outcomes or inhibited effective learning, these were then themed.  These were complemented by supplementary visits.

f)  Information and insights from briefings and discussion with key stakeholders including preventative service managers, District Heads (now Kent Challenge lead advisors, education Welfare officers, KCC Education service leads)

g)  Insights gathered from visits to study schools from Governors, Headteachers and Key Stage 2 teachers

h)  Insights gathered from focus groups and activities with parents and children.

i)  Consideration of overview of the future role of KCC in a changing landscape.

j)  Written information – literature, Ofsted reports, additional written comments submitted

# How to read this report

Following on from the introduction:

**Section 2: Context:** gives a detailed context on deprivation, key policy and an overview of issues for the Local Authority (LA) and future role of the LA in a changing landscape.

**Section 3: Quantitative Overview:** provides an analysis of the quantitative data to understand the context and the impact of deprivation on attainment in Kent.

**Section 4: Mosaic Analysis:** details the investigations using 'Mosaic' to understand the impact of deprivation linked to type, the schools Mosaic influence and comparisons to other LEAs.

**Section 5: The School Effect:** considers the key challenges and important factors to success that have contributed to enable some schools to have seemingly broken the link between deprivation and attainment. It also considers factors contributing to low performance.

**Section 6 and 7: Parent and Pupil Insights on School and Aspirations:** considers insights from Parents and Pupils about their school and aspirations in more detail.

**Section 8: Kent Response: Kent challenge – tackling underperformance** looks at how KCC is responding to the challenge and how it is tackling underperformance.

**Section 9 -14: Kent Services:** looks at specific Kent Services, the role they play, key challenges and successes.

**Information**
Please note that the information given is accurate at the time of the committee gathering evidence and as such figures and percentages may have changed or evolved over time. A date reference is given for the data used within this report.

# 2    Context

## 2.1    Deprivation and education: Why does it matter?

Research shows that deprivation has an effect on life chances and impacts from an early age:

- Clear pathway from childhood poverty to reduced employment opportunities, with earnings estimated to be reduced by between 15 and 28%, and probability of being in employment at age 34 reduced by between 4 and 7%.(Blanden, Hansen and Machin, 2008)
- Deprivation has a negative impact on educational attainment leaving young people with fewer qualifications and skills, affecting future employment.
- Poor educational attainment has short as well as longer term consequences – direct effects on health (e.g. poor diet , chances of smoking) and indirect effects (e.g. lower skilled more likely to find jobs in hazardous occupations), (Feinstein et al 2006).
- Lower levels of educational achievement can have a negative impact on an individuals engagement with society, for example increased likelihood that an individual will engage in criminal activity. ( Feinstein et al 2008)
- Deprivation can have a large and pervasive impact on educational attainment and is a widespread problem (OECD, 2006)**.** Impact of deprivation on cognitive and educational measures is apparent from an early age. Not all children from deprived backgrounds will have lower than average attainment. Research found that on average though even those children from lower socio-economic groups performing well initially at 22 months were overtaken by others by the time they entered primary school. Early differences were not 'appreciably reduced by entry into the schooling system', and were found to be strongly associated with inequalities in educational outcomes in later life. (Feinstein2003).

(Source: DfE 2010)

## 2.2    Policy Context

The key points are:
- Key government and non   governmental publications on child poverty which recognise the key role of education, examining both the impact that deprivation has on education, and the role that education can play in improving the life chances of those from deprived backgrounds.
- In 2008, publication of the report *Ending child poverty: everybody's business* (HM Treasury, 2008) indicated the continuing focus on this issue and the need for coordinated work across government to take forward the target set in 1999 to halve child poverty by 2010 and eradicate it by 2020.
- Recent publications by the Joseph Rowntree Foundation (summarised by Hirsch, 2008) demonstrate the multiple impacts of deprivation on individuals, families and society. For example, the cost of child poverty to the UK is estimated to be at least £25 billion a year, including £17 billion that could accrue to the Exchequer if child poverty were eradicated (Hirsch, 2008).
- The Academies Act 2010 paved the way for 'free schools' which are being established by collectives of parents, teachers or similar groups, to be developed to allow local communities a far greater stake in the planning and running of schools.  This is part of a wider vision of the new Coalition

Government for a 'Big Society', where communities are empowered to take ownership of public services.

- The Education White Paper and the Localism Bill explored how the Local Authorities role will change in the future to be more directly driven by the needs of local parents and communities, which will have a substantial effect on many areas of schools policy including admissions and place planning.
- The **Education Act (Nov 2011)** implements the Government's education reform programme, taking forward the legislative proposals in the Schools White Paper, *The Importance of Teaching*, (DfE Nov 2010) to enact whole-system reform of education in England. They celebrate the strengths of the current education system and the many outstanding school teachers and leaders but also highlight the remaining attainment gaps between pupils from different parts of society.

The Education Act:  Key areas and changes: Why it is important.
- – gives parents of disadvantaged two-year-olds a right to 15 hours free Early Years education provision a week
- – supports the reduction of bureaucratic burdens on schools by removing unnecessary legal requirements on governing bodies, teachers and local authorities
- – introduces more focused school inspections, (with more time in the classroom and focusing on 4 core areas for educational effectiveness; pupil achievement, the quality of teaching, leadership and management, and the behavior and safety of pupils); and allows schools and colleges to be exempted from routine inspection, with Ofsted introducing a rigorous risk assessment process
- – abolishes five arms length bodies, and gives new powers to the Secretary of State, extending the Secretary of State's powers to intervene in underperforming schools
- – Clear focus on teaching and leadership as a key factor in determining educational outcomes, and primary responsibility for School improvement resting with schools, and the wider system designed so that the best schools and leaders can take on greater responsibility, leading improvement work across the system.  Cross system learning from each other
- – change the arrangements for setting up new schools, and academies scheme extended for both successful and less successful schools.

In summary the national context is one of sustained whole school system improvement, improving standards, levelling the playing field in terms of enabling the disadvantaged to achieve at the same level as other children and improving the labour market in terms of their skill sets.


## 2.3    Education and Schools context – issues for Local Authority


### 2.3.1  The strategic role:

The white paper and the Education Act 2011 reinforce the Academies Act 2010. The focus of the Education Act 2011 is on the role of schools in improving education system, placing Academy schools at the heart of the Governments education agenda, with the role of central and local government expected to decrease in the medium to

long term. It is envisaged that academy school status will become the norm for all schools, with the maximum possible amount of funding delegated directly to schools. School autonomy is emphasised as a key factor for systemic performance improvement, and that Schools should be responsible and accountable for improvement (not central government or LA), and that school to school models of improvement are preferable to top down models.

It recognises that in the short term the majority of schools will continue to be local authority maintained; however in the long term the intention is for Local Authorities (LAs) to have a greatly reduced role in school funding. The emphasis on teaching, improving status of teachers and restoring scope for exercising professional judgement, reforms to teacher training, reduction in central management of the system and focus on improving attainment of disadvantaged children and young people are welcomed. Also presents number of opportunities for new lines of traded services.

It is envisaged that as academy status becomes the norm, local authorities will increasingly move to a strategic commissioning and oversight role, and will need to define what role they will play in supporting school improvement for local schools.

There are three key roles for the Local authority outlined

- acting as champions of choice, securing a wide range of education options for parents and families, ensuring a good supply of high quality school places,

- supporting vulnerable children and

- acting as champion for education excellence, by promoting educational excellence by, coordinating fair admissions and developing school improvement strategies to support local schools, supporting the development of collaborative leadership in an autonomous school system, and challenging schools that fail to improve, taking firm action using intervention powers for schools below new floor standard, and trading school improvement services.

### 2.3.2  Support for families with multiple problems

LAs need to develop a local solution focussed family support approach to the 2% of families (in England) with multiple and complex problems. The coalition government is committed to investigating a new '**whole family' approach to working with families with multiple and complex** problems. Kent has been fortunate in being part of the first phase of Single Community Budget, supporting families with complex needs.  First Phase Authorities need to evidence that troubled families through targeted intervention, using Community Budget resources, can significantly improve family and individual outcomes in respect of reductions in family violence, mobility, unemployment, emotional and mental health issues, drug and alcohol issues, offending and anti-social behaviour, school absenteeism, improved outcomes for Looked After Children (LACs) and a reduction in the number of young people identified as having child protection risks.

A recent DfE research report (DfE 2010) on the assessment of the early impact of a number of LAs different approaches to redesigning provision for families with multiple problems found that family focussed support generates significant benefits.  £1million of family intervention costs is estimated to generate savings of £2.5 million by avoiding adverse outcomes for family members. This net benefit saving of £1.5million provides a good social return on investment.

The opportunity that Community Budgets provide will enable Councils to change the way they approach targeted services, targeting those families who are falling through the net, one budget provides the opportunity to provide more focussed targeted services with limited resources.

### 2.3.3  Creating an education vision that has impact in the reality of the classroom

Local authorities need to work with local partners, including employers and parents as well as the network of education providers to develop an education vision for their area.  This vision must set out how LAs will work with schools to drive up standards and how they will drive improvement.

The LAs need a relationship with all its schools and irrespective of school autonomy retains a shared accountability for the development and achievement of all its schools; the LA needs to help secure excellent education provision and facilitate school collaboration to improve classroom practice and curriculum innovation to deliver improved achievement for all children, particularly the vulnerable.

LAs need to develop a local vision for education, based on the best global evidence on what knowledge and concepts can be employed to assist the teaching and learning of children of different ages.  Such a vision could have at its heart, new approaches to the curriculum that excite and challenge youngsters, new ways of employing data to improve pupil performance, new ways of supporting teachers to improve their teaching and learning practice, new ways of tackling entrenched illiteracy and new ways of ending the culture of low expectations.

The national context (sustained whole school system improvement, improving standards, levelling the playing field in terms of enabling the disadvantaged to achieve at the same level as other children and improving the labour market in terms of their skill sets) needs to be interpreted and responded to in the shape of an education strategy that improves outcomes and provides an integrated vision for community leadership and school improvement.

Local government needs to secure the drive, vision and ambition which schools need and want in order to enjoy an unambiguous and visible focus on teaching and learning and secure clear and visible engagement of the community in learning.

### 2.3.4  Funding and the impact of free schools

The Government's programme for school reform will have significant implications for both revenue and capital funding.  A review of school funding is expected which may look at establishing a national funding formula delivered by a national funding agency in a system where most schools are academies or free schools rather than the local authority.

At present, the money the local authority receives in the DSG must be passed on for the provision of education, but this money funds not only schools but also alternative provision and other high cost pupils.  If all schools were to become academies, the risk would be that the local authority would have no ability to use the DSG in this way.  The local authority's ability to discharge other functions which it currently undertakes through use of the DSG, as well as through its central money (which will be reduced as academies become a critical mass) will become unmanageable at some point without changes.

Early indications suggest that future capital monies will be directed to areas of significant disadvantage and targeted at development of free schools / academies to meet rising roll numbers.

### 2.3.5 Inspection Framework

There is a new Inspection Framework – with *Changes to Ofsted inspection methodology and evaluation schedule* in response to the changes in government policy set out in the white paper *The importance of teaching,* and Education Bill. The new framework has 4 areas. There will be greater focus on

- Quality of teaching and its impact on learning
- Reading and literacy
- Behaviour and safety
- Narrowing gaps in performance
- Leaders and managers impact on improvement
- And also take account of the schools promotion of pupils' spiritual, moral, social and cultural development

Kent are a pilot local authority with 11 schools involved, all have gone well. There is tension with schools that are below floor, around progress. If they can show that their children are making more than average progress that is ok. Information gathered from schools in the pilot has been rolled out to these schools so that they could prepare for Ofsted going live with the new system in January 2012. This is designed to tackle expectations and progress in a more direct way. It will not be possible to judge a school as "good" if the progress rates for different groups of pupils are exceptionally low – as it is not acceptable for progress rates to be low for certain groups.

The point of the inspection is to look at the quality of practise in the school. It is significant that in schools where attainment is average they are often judged good or outstanding. It is important that the Ofsted inspection judges if the school prepares pupils for the next stage. There is a focus on reading and literacy, if a pupil is not taught to read and write by the time that they are 7 then it is harder for them to catch up, it costs more and is slower.

> *"If more children were able to read and write by the age of 7 then the education system would be transformed."*

### 2.3.6 Bold Steps for Kent and Education

KCC's Medium Term Plan 2011 – 2015, 'Bold Steps for Kent' has three objectives:

- To help the Kent economy grow;
- To put the citizen in control;
- To tackle disadvantage.

Based on the belief that education, learning and skills are pivotal to these three ambitions, 'Bold Steps for Education' has been introduced as a natural extension of Bold Steps for Kent, seeking to refresh and sharpen the focus on learning and achievement. In this context, The Education, Learning and Skills Directorate (ELS) has:

- refined its purpose and defined its business;
- developed EduKent as its trading arm;
- delivered challenging financial savings and identifying those for the future;
- consulted with schools on the further delegation of resources;
- introduced The Kent Challenge, a strategy for improving standards in learning provision;
- reviewed its approach to 14 – 24 learning and skills provision;
- developed a strategy to "narrow the gap",

and is …

- driving forward its review of provision of Special Educational Needs (SEN);
- developing an integrated commissioning plan for early years, schools and vocational delivery;
- developing a "Kent Association of Schools";

### 2.3.7  Raising Aspiration, Supporting Progress, Ensuring Achievement.

In the context of the above, "*Raising Aspiration, Supporting Progress, Ensuring Achievement*" is ELS's strategy for "narrowing the gap", supporting learners across the 0 – 24 age range, who may be vulnerable either short term or long term to not aspiring, progressing and achieving to their full potential. This was developed in conjunction with representatives from early years, primary, secondary and special schools, academies, colleges, relevant KCC officers and health. It aims to pull together the direction of travel and build on existing effective practice across the early years, primary, secondary and 14 – 24 phases, also incorporating issues of progress and transition between phases as appropriate and necessary, working in partnership to prioritise action and target resources in line with identified need.  This will result in improved outcomes for all children and young people, particularly those vulnerable to not achieving to their full potential. **Clearly, attainment for children at Key Stage 2 is an important element of this.**

### 2.3.8  The vision

The Raising Aspiration, Supporting Progress, Ensuring Achievement (draft) vision is for a Kent 'learning world' that is inclusive, welcoming and embracing of diversity, where achievement exceeds aspiration and all children and young people achieve more than they ever thought possible.  In this 'learning world' all relevant learning providers, agencies and partners work together in a child/young person centred way to consistently deliver joined up, seamless services.

## 2.4  Deprivation: Definition

In the context of this report Deprivation refers to adverse economic circumstances in a child's family and/or local area.

- Identifying pupils who experience deprivation is not straightforward. Main measures used in educational analysis include free school meals (FSM) eligibility and area-based measures such as the Income Deprivation Affecting Children Index (IDACI).
- Free School Meals: pupils recorded as known to be eligible for FSM if parents/carers are in receipt of certain benefits and have applied to local authority to claim entitlements to FSM. (This measure picks up pupils claiming FSM and therefore may not include all pupils who experience deprivation, as some families do not claim benefits they are entitled to or apply for FSM.

- IDACI: Annual schools census collects home postcode of each pupil. These are linked to local areas called lower layer super output areas (SOAs) for which a number of deprivation indicators are available. The IDACI measures the proportion of children under 16 in each area that are eligible for certain income related benefits.  (DCSF 2009)


## 2.5  Reasons deprived pupils can fall behind – Research Summary

In this section, evidence on what lies behind the deprivation/attainment relationship is examined. Researchers have used quantitative and qualitative methods to investigate the reasons behind the close association observed between deprivation and poor educational outcomes, and answer questions such as:

• Is it material deprivation itself which directly influences children's learning, and if so to what extent?

• What other factors may be implicated in the patterns of attainment observed?

Factors that to a greater or lesser extent either directly or indirectly influence educational outcomes and why deprived pupils may fall behind are well reported. Key findings of the DCSF 2009 are:

**Income and material deprivation**: The effects of income and material deprivation are important influences on educational outcomes and on children's opportunities for learning, and are significant for very deprived families experiencing long-term poverty. This can influence educational outcomes in a number of ways including difficulties in providing children with appropriate educational resources and by adversely affecting the home environment. For example directly through a lack of internet access at home as significant financial barriers (OFCOM 2007); fewer books at home (Clark and Akerman 2006); and indirectly by for example affecting quality of environment can afford to live in; homes which are overcrowded and cold can affect education through lack of quiet room for homework, disturbed sleep and general negative influence on well-being (Hobbs2003, Kempson 1996); difficulties to provide adequate diet - poor nutrition can make children susceptible to metabolic changes that impact on cognitive ability and performance of the brain.

*"below a threshold of income the effects of poverty on childrens attainments and behaviour are large and longterm" (Feinstein et al 2004)*

**Health**: Children from deprived families are at greater risk of low birth weight, which influences their cognitive and physical development, and are more likely to suffer from ill health.

**Family Stress:** Having a low income can have an adverse effect on parents' well being, which in turn affects the quality of their parenting. This "family stress" can lead to problems with children's educational and emotional development. Leading to less warm and supportive parenting and less likely to interact, socialise and teach their children.

**Parental education and parental involvement in children's education:** Higher levels of parental education are strongly linked with children's outcomes (Hobbs2003). Parents in deprived families are less likely to have educational qualifications, are less likely to be involved in their children's education and also provide a stimulating home learning environment less often.

Parental involvement in education is a significant positive influence on children's educational outcomes, through for example – provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfilment and good citizenship, contact with schools to share information, participation in school events; participation in the work of school and participation in school governance. (Desforges and Abouchaar 2003)

**Cultural and social factors**: Children from lower socioeconomic groups may have different background knowledge, skills and interests which are not reflected in the school curriculum; and are less likely to have the kinds of social connections which offer inspiration and opportunities.

**Low aspirations.** Lower aspirations of parents and children from deprived backgrounds also have a negative influence on children's outcomes.

**Multiple risk factors**. Living in a low income household or a deprived area is associated with a higher chance of experiencing one or more risk factors such as depression, illness, smoking during pregnancy, domestic violence, worklessness and overcrowding. (Feinstein and Sabates2006)

**Literacy**. Children from deprived backgrounds are likely to fall behind in literacy at an early age, and this has a knock on effect throughout and across their education. Good literacy skills are a prerequisite for accessing the school curriculum, and early failure to develop appropriate reading, writing, speaking and listening skills is strongly linked to the lower attainment of children from deprived backgrounds.(Cohen 2000) and is strongly associated with low achievement at Key stage 4. (Cassen and Kingdom 2007)

## 2.6 Kent Context and Analysis

### 2.6.1 Based on information as at April 2011

Kent has 213,432 pupils on roll and a total of 572 schools (including 31 Academies). This figures comprises 99 secondary schools (27 Academy, 27 Grammar, 31 High and 14 Wide Ability Schools), 449 primary (4 Academy, 33 Infant, 32 Junior and 380 Primary), and 24 Special Schools. Additionally Kent has 62 Independent Schools.

### 2.6.2 Ofsted Data – as at April 2011

In Kent 60.3% of schools are deemed to be Good or outstanding, with 3.6% in a Category, and the remaining 36.1% satisfactory. However, the Overall Effectiveness judgement from Ofsted inspections is further analysed to provide additional information regarding schools performance. Schools graded 'Good' overall are further broken down to show those that are *good with outstanding features*. These are schools where the overall effectiveness is good and at least two of the following aspects are outstanding: Capacity for sustained improvement, achievement, safety, behaviour, healthy lifestyles, teaching & learning. Similarly, schools rated satisfactory are further analysed to provide information about schools that are *borderline satisfactory*. These are schools where overall effectiveness is judged to be only satisfactory *and* achievement, teaching and leadership & management are also only satisfactory. The following table shows the county-wide picture.

**Figure 1: Overall effectiveness by Ofsted Inspection**

| Ofsted Overall Effectiveness Grade* | Primary | Secondary | Special | PRU | Total |
|---|---|---|---|---|---|
| Outstanding | 50 | 26 | 2 | 2 | **80** |
| Good with outstanding features | 105 | 23 | 15 | 4 | **147** |
| Good | 101 | 15 | 3 | 4 | **123** |
| Satisfactory | 47 | 10 | 3 | 1 | **61** |
| Borderline satisfactory | 127 | 14 | 1 | 7 | **149** |
| Notice to Improve | 8 | 2 | 0 | 0 | **10** |
| Special Measures | 10 | 1 | 0 | 0 | **11** |

*Overall effectiveness by latest inspection, based on published reports as of 4 April 2011 (including schools amalgamated/closed since last inspection)

The most noticeable feature of the table is the number of primary schools in the borderline satisfactory category.

### 2.6.3 Performance vs Statistical Neighbours/National Indicators

Kent monitors performance against National Indicators as well as 10 statistical neighbours (East Sussex, Essex, Lancashire, Nottinghamshire, Northamptonshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire. The overall results show a county-wide level of performance frequently in-line with, and often

exceeding national averages and statistical neighbours. [3] (Appendix 1). In summary, Kent performance at Key stage 2 is as follows:

**KS2**
In 2010, Kent improved its performance in English and Mathematics combined by 2%, from 68% to 70%. The number of schools below the (then) 55% national floor target reduced from 78 to 64.

Pupil progress by two levels between Key Stages 1 to 2 was 82.8% in English (National Indicator 93), an increase of 1.5% on 2009, and 77% in Mathematics (National Indicator 94), a decrease of 1.5% from 2009.

### 2.6.4  New Floor Standard
Of the 449 primary schools, **72** fall below the criteria, though **50** are predicted to meet or exceed the floor standards this year, leaving **22** schools below the floor. Kent expect, therefore, that a total of **30** schools will be below the floor in 2011.

However, a number of schools are predicting results that place them not far above the floor targets, and despite robust analysis of predicted outcomes, it is possible that some schools will not meet the required standards. In at least 10 schools, one child's results will account for a 5% variation in the school's performance. In addition, there has been considerable volatility of performance in some schools, and given the size of the County it is inevitable that schools currently not forecast to be below the floor in 2011 will, nevertheless, end up in that situation.

The high number of schools below the floor in 2010, the variability of performance, the size of the cohort of some schools, and the projected rise in the floor in future years, taken alongside Kent's ambition to see improved outcomes in all schools in Kent, suggests that Kent's improvement strategy must reach beyond the 30 schools not predicted to meet the current targets.

The position in Kent is clear – In Ofsted terms "satisfactory" means "adequate" which is not something to be satisfied about.  Children need to make good progress, and schools should have plans to move on from satisfactory to good and should understand what they need to do to achieve this.  When Ofsted award "satisfactory" they make recommendations on how to make the school better than it is.  This has also just been reflected in research published by the RSA 2011 (3.6.5)

> *"Where a school has gone from "good" to "satisfactory" is unacceptable, No school in Kent should be making that move, they should be going from "satisfactory" to "good"."*

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[3] (KCC DfE submission) From data looking at Foundation Stage to Key Stage 4. **Note:** please note that the submission document was written in March2010 and all figures and percentages have changed with 2011 results.

## 2.6.5  (Un)Satisfactory? Enhancing Life Chances by Improving 'Satisfactory' Schools

Francis's report on 'satisfactory' schools has direct relevance to 'The social aspiration gap', as 'Satisfactory' schools have a widespread impact on outcomes for disadvantaged children as well as failing schools. It comments that given the importance of schooling for the life chances of disadvantaged pupils and the concentration of such pupils in (un) 'satisfactory' schools, a step change in the performance of these schools could make an important contribution to closing this aspect of the gap. (Francis, RSA 2011)

It showed that

- The likelihood of attending a 'satisfactory' school is affected by where you live.

- More affluent pupils tend to attend better schools. For disadvantaged pupils, the reverse is true.

- Young people from disadvantaged backgrounds are over-represented in 'Satisfactory' (and 'Inadequate') schools

- The stronger likelihood of attending a poorer quality school applies to working class pupils ('disadvantaged') as much as highly disadvantaged pupils

In terms of school improvement, the findings show that:

- Schools are more likely to be graded 'satisfactory' or 'inadequate' if they have previously been judged 'satisfactory' - hence suggesting a lower capacity to improve among these 'longer term' satisfactory schools.

- Schools with high proportions of disadvantaged pupils are more likely to decline from 'Outstanding' and 'Good' grades, than are schools with advantaged pupil populations.

- 'Satisfactory' schools with disadvantaged pupil populations are significantly less likely to improve at the next inspection than are those with advantaged populations.

It is argued that these schools need better support and accountability to enable improvement. The recommendations address both aspects, including that the title 'Satisfactory' should be changed to 'Performing Inconsistently':

**1.** The need to promote teacher and teaching quality in 'Satisfactory' schools (and the urgency of this necessity in terms of equality of opportunity for young people).

**2.** The need to acknowledge the impact of context on schools.

**3.** The need to support struggling schools.

**4.** The need for further research. Given the scale of the issue and the implications for a) school improvement and b) social (in)equality, a new set of policy initiatives geared to improving 'satisfactory' schools are urgently required. But these must reflect a new approach of both challenging and supporting these schools. 'Satisfactory' schools

must be accountable for improvement, and supported in doing so. It is also vital that any new policies work together, and build on past works and the evidence base.

It stated that "the 'Satisfactory' category should be renamed as 'Performing Inconsistently'. This is not merely a matter of presentation or semantics. It highlights the key challenge in these schools of spreading the good practice which they contain across the whole school. Lying behind the call both for greater support and guidance for these schools, and a more granular approach to performance and accountability is the view that the current status of 'satisfactory' is only acceptable if it is explicitly seen as a foundation for improvement."

These findings support the Kent Challenge approach that Kent has recently initiated, and is discussed in more detail subsequently in the report.

# 3    Quantitative Overview

## Key Findings

**Contextual information: Who and how many pupils are deprived in Kent?**

- The **proportion of pupils eligible** for FSM is 14.1%. This is below the national average of 17.3% (Jan 2010)

- FSM percentages have increased by over 3% (from January 2008 and January 2010).

- In Kent primary schools almost a quarter (23.5%) of FSM pupils are concentrated in just 8.5 % of schools.

- Pupil **eligibility for FSM is not static** as pupils may not remain so throughout their school life. Year 6 pupils from January 2009 (as a baseline matched to Year 8 pupils from January 2011) shows that up to 4.2 % changed from non-FSM to FSM status, and 2.5% from FSM to non-FSM over the 2 year period. Significantly, **8.3% of pupils from this cohort continued to qualify for free school meals from year 6 to year 9**, suggesting that they experienced ongoing adverse economic circumstances.

- The numbers of pupils eligible for free school meals **varies by ethnic group**. As with the national picture (DCSF 2009), compared to the average, high proportions of Traveller of Irish Heritage and Gypsy Roma Pupils are eligible for FSM in Kent. Similarly there are higher than average proportions of White and Black Caribbean, and White and Black African pupils eligible for FSM across both phases of education. High proportions of these pupils also live in the 30% most deprived areas. The percentage of Indian, Chinese, Black African and Pakistani pupils who are eligible for FSM is below the average for all pupils.

- the percentage of pupils eligible for FSM living in the 30% most deprived areas has increased as has the percentage of ethnic minority pupils. In January 2010 38.8% of Gypsy Roma pupils are resident within the 30% lowest SOAs compared to 17.9% of White British pupils.

- A higher proportion of pupils with special educational needs in mainstream education are eligible for FSM. Pupils with a statement of SEN or School Action are almost twice as likely to be eligible for FSM compared to non FSM pupils, and almost three times for pupils with School Action Plus.  48.1% of pupils eligible for FSM have a Special educational need, compared to 21.8% of Non FSM pupils.

**Impact on Pupil Attainment and other outcomes:**

- Kent has been below the national average every year (2006- 2010) in all subjects at both Level 4+ and Level 5+, apart from Level 4+ in Reading (same percentage 2010 only), Level 5+ attainment in Writing (same percentage 2006, above 2007 only), Level 5+ Maths (same percentage 2010) and Level 5+ attainment in English & Maths combined (same percentage in 2008 and 2009).

- Kent has also consistently lower attainment compared to our statistical neighbours, apart from Level 5+ English (2006), Level 5+ attainment in Writing (2006, 2007 only, (NB 2008 and 2009 N/A)), and Level 5 + Maths (2006- 2010).

- The performance of LEAs in England achieving level 4 + in English and Maths ranges from the lowest average percentage 66%, and the highest average 85%, with Kent achieving an average percentage of 70% which is towards the lower end of the spectrum (as at 14/12/10).

- FSM is strongly associated with **poorer performance on average, at every Key Stage.** Across early and primary education in Kent, pupils eligible for FSM have on average, lower attainment than other pupils, mirroring the national trend. On average there is a percentage gap in attainment of 22% between pupils eligible for FSM and non-FSM pupils.

- A deprivation **attainment gap** (measured by FSM) is observed in English and maths at primary level. Pupils eligible for FSM are less likely to achieve the Key Stage 2 threshold measures of Level 4 + English and Maths. Only 46% of FSM pupils achieved Level 4 + English and Maths in 2010 compared to 74% of non FSM pupils, a gap of 28%.

- The gap begins in the early years and remains through Key Stage 1 and key Stage 2. A non- FSM pupil has over three times the odds of achieving the expected level in reading and writing at Key stage 1 and English at Key stage 2, compared to pupils eligible for FSM. For Maths the odds are slightly lower.

- Data on trends over time suggest that the deprivation attainment gap in Key Stage 2 threshold measures has narrowed between 2008 and 2011. Between 2008 and 2011 there has been an improvement of 7.3 percentage points in the average attainment of FSM pupils at KS2. This compares favourably to the improvement of 3.5 percentage points for non –FSM pupils. There has been a decrease in the FSM gap at key Stage 2 by 3.9 percentage points. Despite this attainment of FSM pupils remains low, with just under half of FSM pupils reaching the threshold in 2011.

- Attainment of pupils eligible for FSM is well below both the outcomes for non FSM eligible pupils and the whole cohort. This is a recurring theme at district, LA, National and Statistical Neighbour level. Some districts however have a much smaller gap between FSM and non-FSM pupils compared to Kent overall, namely Dover (all subjects), Gravesham (English) and Sevenoaks (English,Maths). Conversely some districts have larger gaps than Kent overall, namely Swale (English 32.9%), Tonbridge and Malling (English 30.5%, English & Maths 37%) and Tunbridge Wells (all subjects – Maths 34.7%, English & Maths 40.2%).

- Tonbridge and Malling and Tunbridge Wells have the largest gaps between FSM and Non FSM pupils, although overall attainment is better than average. Attainment for Tonbridge and Malling is well above Kent and National average for all subjects Tunbridge Wells overall attainment is above Kent and National average for English, and Kent average for Maths.

- Kent compared to statistical neighbours, in 2009 had the lowest achievement of Level 4+ or above and the highest FSM gap. In 2010 the FSM gap had reduced although Kent remained above the national average and consistently higher than our statistical neighbours.

- Looking further afield examples can be found where there are much higher rates of eligibility for FSM , where the relative gap between FSM and Non FSM pupils is small and achievement of Level 4+or above is higher than in Kent. It should be noted these authorities are considerably smaller than Kent with between 40 – 69 schools.

- The number of non FSM pupils achieving Level 4+ in English and Maths is generally higher in schools with a smaller proportion of pupils eligible for FSM. The gap in achievement between FSM and Non FSM pupils is generally greater for pupils eligible for FSM attending schools with a lower proportion of FSM Pupils. The gap is smallest where there is a high proportion of FSM pupils, this band also have a lower % non FSM pupils achieving the L4 English and Maths threshold.

- National research shows that FSM pupils are more likely to be absent from school than non FSM pupils. There is a correlation in Kent between the schools with the highest levels of persistent absence and their IMD measure and rank. This is most marked in primary schools with high levels of persistent absence (PA), where six of the worst performing PA schools are ranked in the top 65 for IMD across the county, including 2 in the top 10. There are however some exceptions. (kcc 2011b)

# Quantitative Overview

The first objective was to examine the levels of attainment at KS2 to create a common understanding of the current situation by providing a detailed quantitative overview of current performance at KS2.

## 3.1 Contextual information: Who and how many pupils are deprived?

### 3.1.1 Proportion of pupils from deprived backgrounds

**Eligibility:**
The proportion of pupils eligible for FSM in primary schools in Kent is 14.1%. This is below the national average of 17.3% (Jan 2010).

Figure 2 compares contextual data from January 2008 and January 2010. The data enables you to see if there have been any drastic changes in school population over the past two years which may explain any improvement or decline in KS2 attainment. Looking at the Kent figures you can see that while SEN percentages have stayed roughly stable the FSM percentages have increased by over 3% since 2008.

Thanet, Swale, Shepway, Gravesham and Dover are ranked as the most deprived Districts in Kent. All having higher than Kent average % of pupils eligible for FSM and Thanet and Swale also above the national average. (2010)

**Figure 2: Contextual data for District and LA – January 2008 – January 2010**

| District – Primary Schools | IMD 2008 Score | IMD 2008 Rank (out of 454) | IMD 2010 Score | IMD 2010 Rank (out of 449) | % FSM January 2008 | % FSM January 2010 | % White British FSM Boys January 2008 | % White British FSM Boys January 2010 | % SEN No Statement January 2008 | % SEN Statement January 2008 | % Total SEN January 2008 | % SEN No Statement January 2010 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 15.1 | 8 | 14.9 | 8 | 9.9 | 14.1 | 4.3 | 5.9 | 20.0 | 0.9 | 20.9 | 21.3 |
| Canterbury | 17.3 | 7 | 17.2 | 7 | 10.8 | 14.3 | 4.9 | 6.7 | 24.1 | 1.6 | 25.7 | 23.6 |
| Dartford | 18.2 | 6 | 18.2 | 6 | 9.4 | 12.3 | 3.9 | 5.2 | 22.4 | 1.5 | 24.0 | 22.5 |
| Dover | 20.8 | 5 | 20.7 | 5 | 11.7 | 16.4 | 5.4 | 7.6 | 25.2 | 1.3 | 26.5 | 25.6 |
| Gravesham | 22.0 | 4 | 22.1 | 3 | 11.5 | 14.5 | 4.2 | 5.3 | 22.5 | 0.8 | 23.2 | 25.1 |
| Maidstone | 14.0 | 9 | 14.2 | 9 | 9.2 | 11.1 | 4.1 | 5.2 | 23.3 | 0.9 | 24.3 | 21.7 |
| Sevenoaks | 11.2 | 12 | 11.0 | 12 | 8.1 | 9.7 | 3.3 | 3.8 | 18.5 | 0.8 | 19.2 | 18.9 |
| Shepway | 22.2 | 3 | 22.0 | 4 | 14.0 | 16.9 | 5.8 | 6.6 | 23.4 | 1.1 | 24.5 | 25.9 |
| Swale | 22.6 | 2 | 23.4 | 2 | 12.4 | 17.3 | 5.8 | 7.7 | 28.0 | 1.0 | 29.0 | 28.7 |
| Thanet | 29.9 | 1 | 29.9 | 1 | 15.9 | 20.2 | 7.3 | 9.1 | 32.2 | 1.0 | 33.2 | 33.9 |
| Tonbridge and Malling | 11.4 | 11 | 11.1 | 11 | 8.0 | 10.5 | 3.7 | 4.8 | 19.3 | 1.2 | 20.5 | 19.1 |
| Tunbridge Wells | 11.7 | 10 | 11.7 | 10 | 8.7 | 11.1 | 3.7 | 4.6 | 19.0 | 1.0 | 20.0 | 18.5 |
| **Kent** | **18.2** | | **18.2** | | **10.9** | **14.1** | **4.7** | **6.1** | **23.4** | **1.1** | **24.5** | **23.9** |

Source: January 2008 and 2010 School census

**Distribution:**

Schools vary in the proportion of FSM pupils they have on roll. In Kent primary schools almost a quarter (23.5%) of FSM pupils are concentrated in just 8.5 % of schools. (Figure 3).

**Figure 3: % of primary schools by FSM eligibility Band – January 2011**
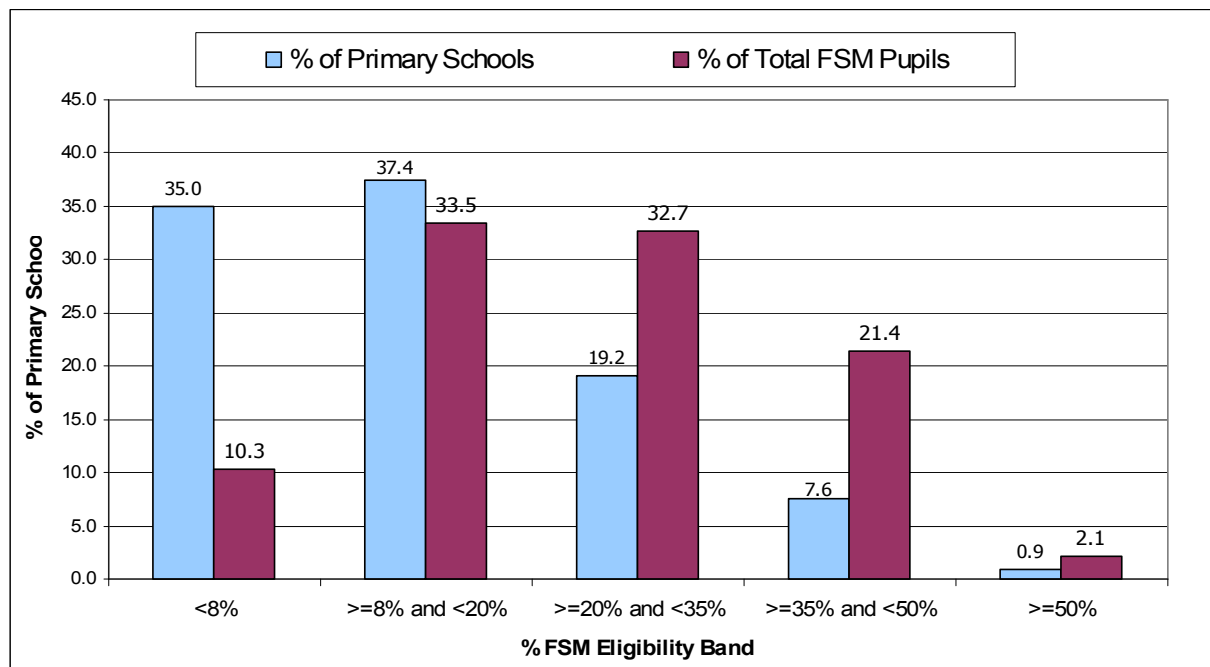


Source: January 2011 School census. Eligibility percentage is based on total roll.

**Governance:**

Figure 4 shows the number of pupils known to be eligible for free school meals by school Governance position (Jan 2010).

**Figure 4: Pupils eligible for FSM by Governance**

| Primary School Status | Number on Roll January 2010 | Number Eligible FSM January 2010 | % Eligible FSM January 2010 |
|---|---|---|---|
| Community | 66214 | 10634 | 16.1 |
| Foundation | 4589 | 506 | 11.0 |
| Voluntary Aided | 16945 | 1843 | 10.9 |
| Voluntary Controlled | 20975 | 2376 | 11.3 |
| **Kent** | **108723** | **15359** | **14.1** |
| **National** | | | **17.3** |

Source: May 2010 School census and DFE

**Change in pupils FSM status**:

Pupil eligibility for FSM is not static as pupils may not remain so throughout their school life. In Figure 5 Year 6 pupils from January 2009 are used as the baseline and have been matched to Year 8 pupils from January 2011. It illustrates that up to 4.2 % changed from non-FSM to FSM status, and 2.5% from FSM to non-FSM over the two

year period. Significantly, 8.3% of pupils from this cohort continued to qualify for free school meals from year 6 to year 9, suggesting that they experienced ongoing adverse economic circumstances. It is also noted that change in eligibility for FSM may or may not indicate a significant change in the pupils circumstances, as pupils falling outside the eligibility criteria for FSM may still be relatively deprived. (DCSF 2009).

**Figure 5: FSM Eligibility Movement – January 2009 Year 6 to January 2011 Year 8**

| January 2009 Year 6 | January 2011 Year 8 | Number of Pupils | % of Pupils |
|---|---|---|---|
| FSM No | FSM Unmatched | 1086 | 6.7 |
| FSM No | FSM No | 12412 | 77.1 |
| FSM No | FSM Yes | 671 | 4.2 |
| FSM Yes | FSM Unmatched | 188 | 1.2 |
| FSM Yes | FSM No | 403 | 2.5 |
| FSM Yes | FSM Yes | 1332 | 8.3 |
| **Total Pupils - Year 6 January 2009** | | **16092** | |

Note: Unmatched pupils include those who have gone to secondary schools outside of Kent LA.

Source: January 2009 and 2011 Schools Census

### 3.1.2  Characteristics of Pupils who experience deprivation in Kent:

**Ethnicity:**
The numbers of pupils eligible for free school meals varies by ethnic group (Figure 6). As with the national picture (DCSF 2009), compared to the average, high proportions of Traveller of Irish Heritage and Gypsy Roma Pupils are eligible for FSM in Kent. Similarly there are higher than average proportions of White and Black Caribbean, and White and Black African pupils eligible for FSM across both phases of education. High proportions of these pupils also live in the 30% most deprived areas. The percentage of Indian, Chinese, Black African and Pakistani pupils who are eligible for FSM is below the average for all pupils.

Looking at Kent figures while the level of deprivation (IMD) has remained the same, (2008 compared to 2010), the percentage of pupils eligible for FSM living in the 30% most deprived areas has increased as has the percentage of ethnic minority pupils. In January 2010 38.8% of Gypsy Roma pupils are resident within the 30% lowest SOAs compared to 17.9% of White British pupils.  (Appendix 2.)

Research into the relationship between FSM eligibility and IDACI scores[4] for different ethnic groups shows that for both FSM and Non-FSM pupils there is a significant variation in each groups average IDACI score. This indicates that non-FSM pupils are not a homogenous group and that within this group some pupils may also experience a significant degree of deprivation (Lindsay, Pather and Strand 2006).

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[4] IDACI – Income Deprivation Affecting Children Index

**Figure 6: Kent Pupils eligible for FSM by ethnicity and Type of School – May 2010**
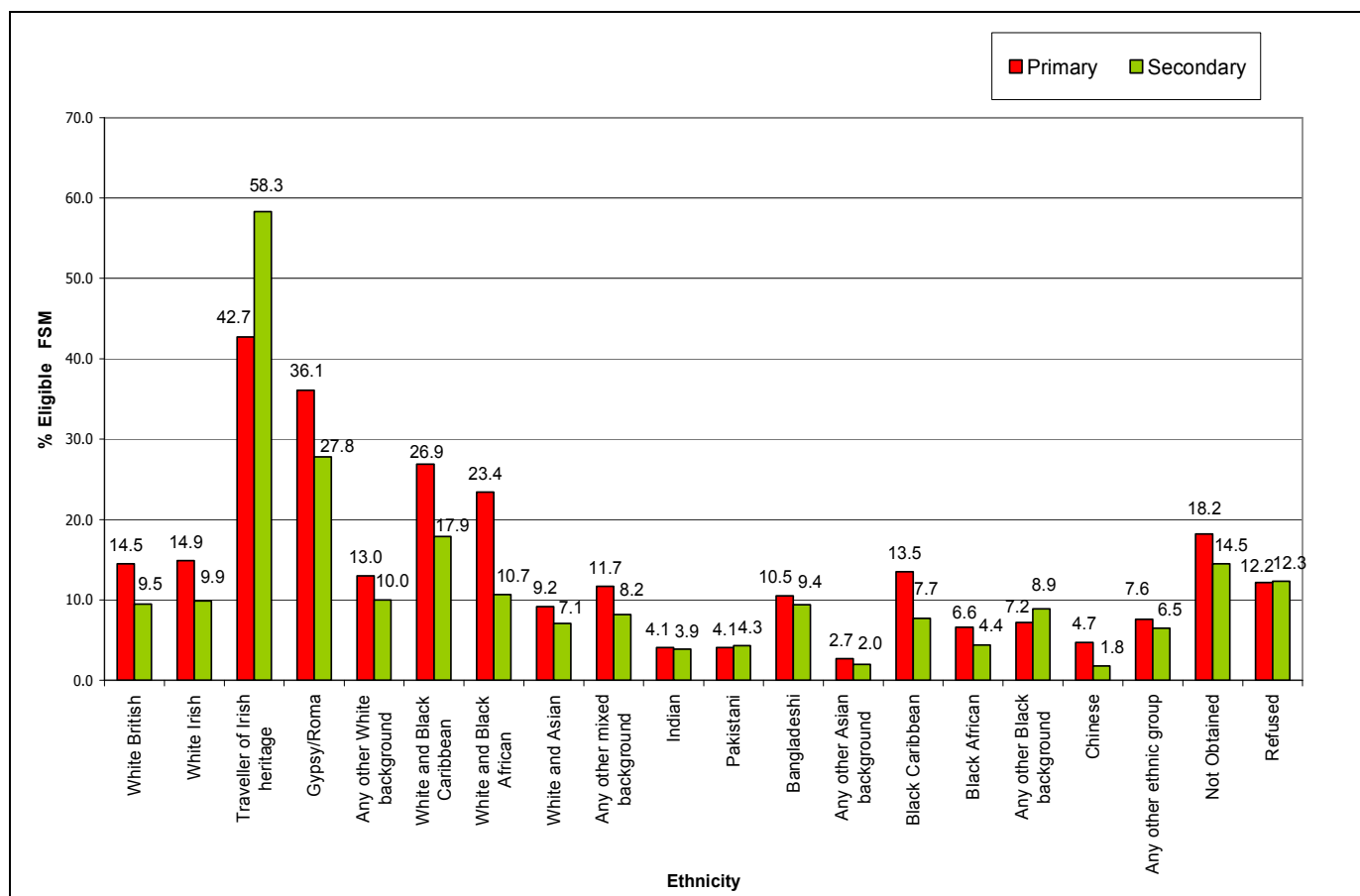
## Special Educational Needs (SEN):

A higher proportion of pupils with special educational needs in mainstream education are eligible for FSM. As Figure 7 shows pupils with a statement of SEN or School Action are almost twice as likely to be eligible for FSM compared to non FSM pupils, and almost three times for pupils with School Action Plus. 48.1% of pupils eligible for FSM have a Special educational need, compared to 21.8% of Non FSM pupils.

**Figure 7: FSM and Non- FSM pupils by SEN provision**

| FSM eligible pupils by SEN Provision | Number of Pupils | % of Pupils |
|---|---|---|
| No SEN | 14198 | 51.9 |
| School Action | 6924 | 25.3 |
| School Action Plus | 4721 | 17.2 |
| Statemented | 1526 | 5.6 |
| **Total FSM Eligible** | **27369** | |
| **Non FSM Pupils by SEN Provision** | **Number of Pupils** | **% of Pupils** |
| No SEN | 145590 | 78.2 |
| School Action | 24781 | 13.3 |
| School Action Plus | 11479 | 6.2 |
| Statemented | 4213 | 2.3 |
| **Total Non FSM** | **186063** | |

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### 3.1.3  Other potentially relevant characteristics: Children and Young people of Kent survey 7- 11 year olds

In summary the findings of the primary school element of the 2009/2010 Children and young people of Kent survey, with particular reference to FSM pupils show that

- Children eligible for FSM are more likely to walk to and from school than their peers (and less likely to be driven).
- Whilst marginally more likely to have been to the doctor in the last year, they are less likely to have visited a dentist
- They are less likely to feel safe in the area where they live, and travelling to and from school than their peers
- Children eligible for free school meals are less likely to report that they 'usually feel happy' than their peers (69% vs 75%).  11% of FSM pupils report that this is not the case.
- There is also some evidence to suggest lower self efficacy on some measures, particularly feeling that their ideas are as good as other children (59% vs 66%)
- Interestingly, those eligible for FSM appear to be more likely to 'know what job I want when I grow up' than their peers (70% vs 61%)
- FSM pupils are more likely to report having been bullied than their peers
- In terms of enjoyment of school, children eligible for FSM report enjoying it as much (if not more) than their peers.
- They are generally positive about their teachers, although slightly more likely to feel that they help children who are good at something than their peers
- After school, FSM pupils are more likely to report watching TV, playing computer games, using the internet, playing with their friends and doing things with their family than non-FSM pupils, but less likely to report doing homework or going to an after school club

(Source: Children and Young People of Kent Survey 7-11 year olds 2009/2010. KCC 2010 (a))

## 3.2    Impact on Pupil Attainment

### 3.2.1   KS2 results and performance by schools in Kent compared at National, County and District level.

Data in Appendix 3 compares KS2 attainment for 2006 to 2010 for District, Kent, National and with our statistical neighbours. Attainment is % Achieving level 4+ and Level 5+ in English, Reading, Writing, Maths, Science and English & Maths combined.

Kent has been below the national average every year (2006- 2010) in all subjects at both Level 4+ and Level 5+, apart from Level 4+ in Reading (same percentage 2010 only), Level 5+ attainment in Writing (same percentage 2006, above 2007 only), Level 5+ Maths (same percentage 2010) and Level 5+ attainment in English & Maths combined (same percentage in 2008 and 2009).

Kent has also consistently lower attainment compared to our statistical neighbours, apart from Level 5+ English (2006), Level 5+ attainment in Writing (2006, 2007 only, (NB 2008 and 2009 N/A)), and Level 5 + Maths (2006- 2010).

There was an overall increase in Level 4 + for English and Maths combined of 4.1% since 2006, with Level 4+ in reading increased by 2%, Level 5+ increase 4% 09-10; And level 4 + writing increased 2% 2009- 2010. Level 4 maths increased by 5% between 2006 and 2010, and an increase in level 5+

Looking at the district attainment, you can see that some districts are performing above the national and statistical neighbour averages.

The performance of LEAs in England achieving level 4 + in English and Maths ranges from the lowest average percentage 66%, and the highest average 85%, with Kent achieving an average percentage of 70% which is towards the lower end of the spectrum (as at 14/12/10).  That said the analysis does not show the contextual features of each Local Authority, and Kent is one of contrasts. (Bryan 2011).

### 3.2.2   Overview of the FSM gap in educational attainment for Primary Key Stages.

Figure 8 presents data on the FSM gap in attainment from the foundation stage to Key stage 2 for key subjects, including the % point gap and the odds ratio between FSM and non-FSM pupils. Across early and primary education in Kent, pupils eligible for FSM have on average, lower attainment than other pupils, mirroring the average trend nationally. On average there is a percentage gap in attainment of 22% between pupils eligible for FSM and non-FSM pupils.

**Figure 8 a: FSM attainment gap from early years to Key Stage 2 2010**

|  | FSP 2010 | FSP 2010 | KS1 2010 | KS1 2010 | KS1 2010 | KS2 2010 | KS2 2010 | KS2 2010 |
|---|---|---|---|---|---|---|---|---|
|  | % Achieving 6+ in all CLL Scales | % Achieving 6+ in all PRN Scales | % Achieving Level 2+ Reading | % Achieving Level 2+ Writing | % Achieving Level 2+ Maths | % Achieving Level 4+ English | % Achieving Level 4+ Maths | % Achieving Level 4+ English & Maths |
| Non FSM | 66.6 | 79.4 | 87.6 | 83.9 | 91.4 | 81.4 | 79.5 | 73.7 |
| FSM | 44.4 | 57.9 | 67.4 | 60.5 | 77.1 | 56.1 | 58.2 | 45.5 |
| % Gap | 22.2 | 21.5 | 20.2 | 23.4 | 14.4 | 25.3 | 21.3 | 28.2 |

**Figure 8 b: FSM attainment gap from early years to Key Stage 2 2010**
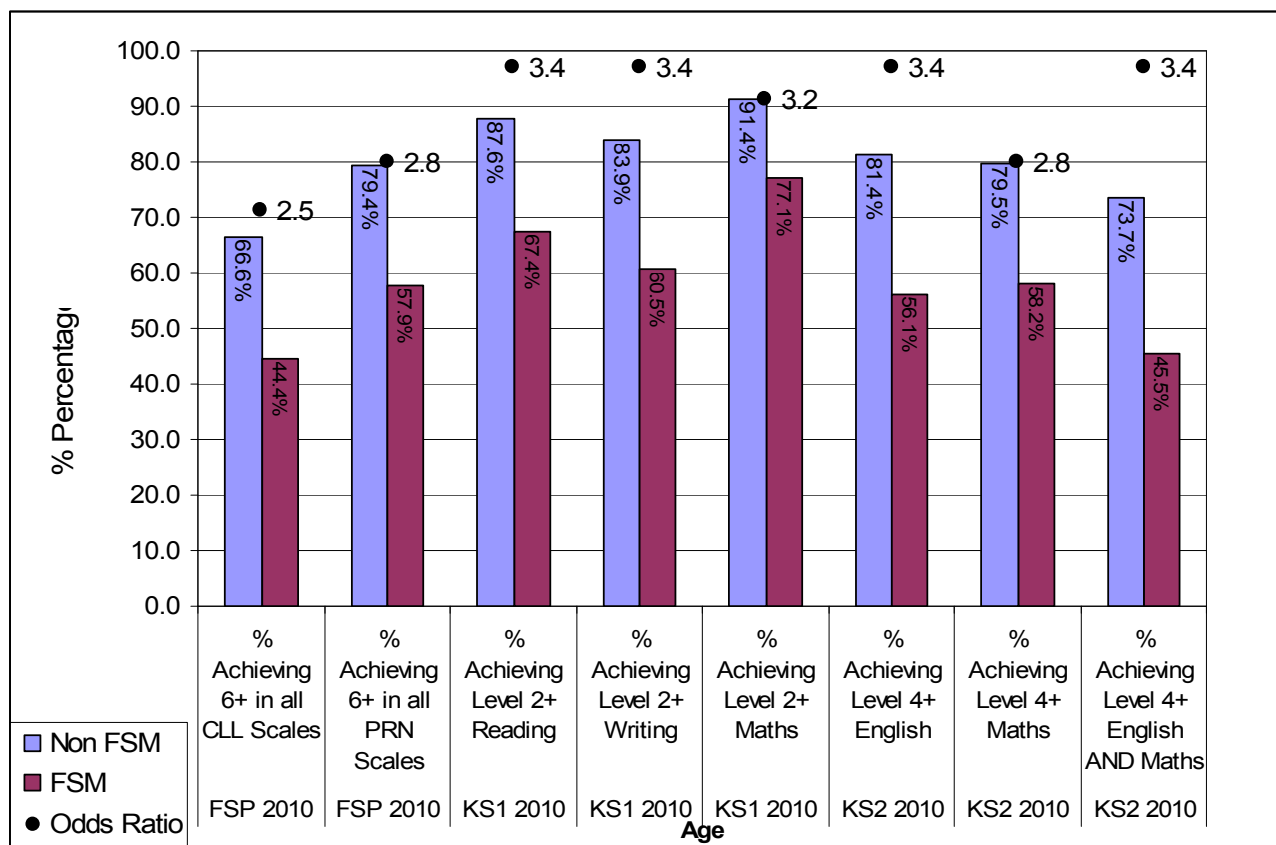


Notes: CLL – Communication, Language and Literacy          Source: DfE and May 2010 School census
       PRN – problem solving, Reasoning and Numeracy
       FSM achievement is calculated from a matched dataset
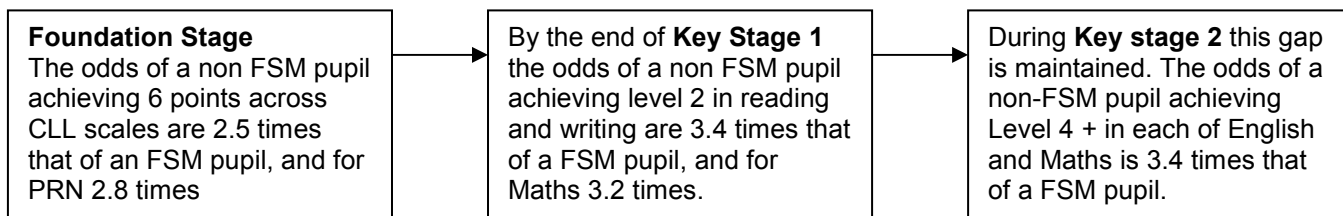
| Foundation Stage | By the end of Key Stage 1 | During Key stage 2 this gap |
|---|---|---|
| The odds of a non FSM pupil achieving 6 points across CLL scales are 2.5 times that of an FSM pupil, and for PRN 2.8 times | the odds of a non FSM pupil achieving level 2 in reading and writing are 3.4 times that of a FSM pupil, and for Maths 3.2 times. | is maintained. The odds of a non-FSM pupil achieving Level 4 + in each of English and Maths is 3.4 times that of a FSM pupil. |

Pupils eligible for FSM are less likely to achieve the Key Stage 2 threshold measures of Level 4 + English and Maths. Only 45 %of FSM pupils achieved Level 4 + English and Maths in 2010 compared to 74% of non FSM pupils. A non FSM pupil has over three times the odds of achieving these thresholds compared to an FSM pupil. Similarly, a non- FSM pupil has over three times the odds of achieving the expected level in reading and writing at Key stage 1 and English at Key stage 2, compared to pupils eligible for FSM. For Maths the odds are slightly lower at KS2, but a non-FSM pupil still has almost three times the odds of achieving the expected levels in maths at KS1 compared to pupils eligible for FSM.

### 3.2.3  Changes in FSM gap overtime
Between 2008 and 2011 there has been an improvement of 7.3 percentage points in the average attainment of FSM pupils at KS2. This compares favourably to the improvement of 3.5 percentage points for non –FSM pupils. There has been a decrease in the FSM gap at key Stage 2 by 3.9 percentage points between 2008 and

2011. Despite this attainment of FSM pupils remains low, with just under half of FSM pupils reaching the threshold in 2011. (figure 9)

**Figure 9: Trends in % of pupils achieving L4+ at KS2 2008-2011**
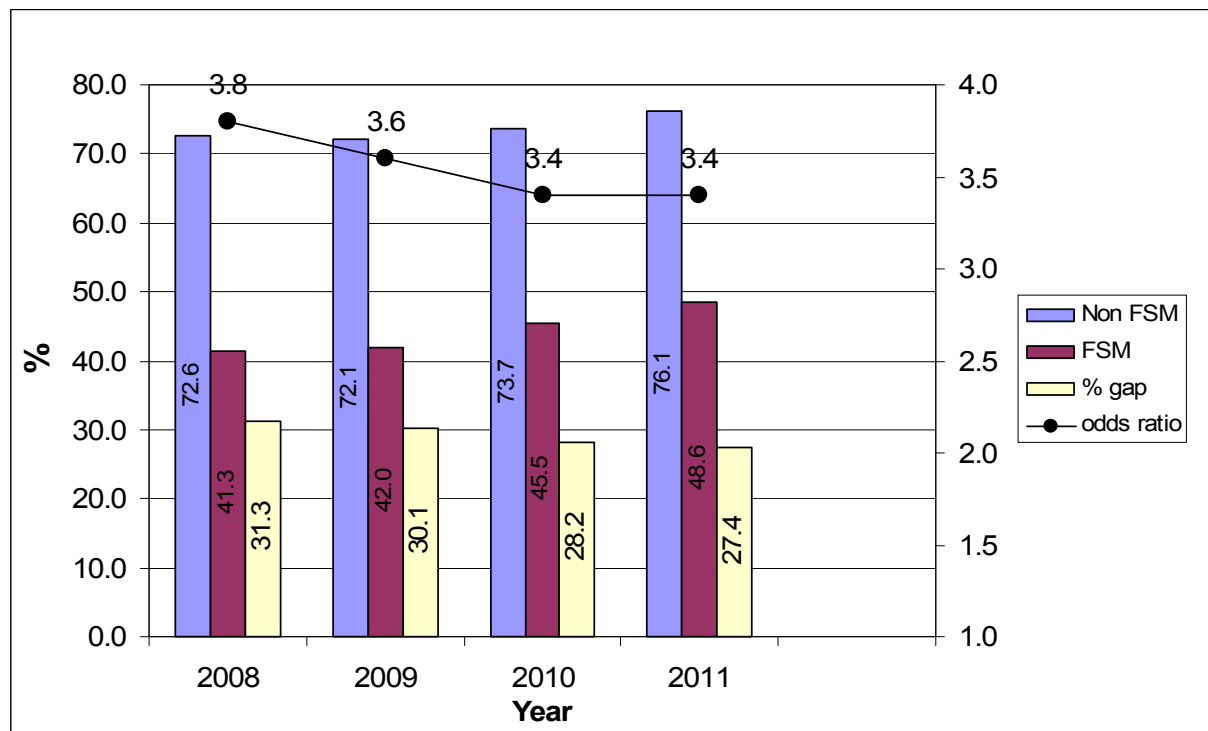
### 3.2.4 KS2 results - the attainment gap between FSM and Non FSM pupils compared at National, County and District level. Are there any local authorities that have better KS2 results in relation to proportion of children entitled to FSM?

Information in Appendix 4 compares the KS2 2010 attainment for pupils eligible for FSM against those who are not eligible and attainment for all pupils for % achieving level 4+ in English, Maths and English & Maths combined. It also shows the percentage gap in attainment between FSM and non- FSM pupils.

Attainment of pupils eligible for FSM is well below both the outcomes for non FSM eligible pupils and the whole cohort. This is a recurring theme at district, LA, National and Statistical Neighbour level. Some districts however have a much smaller gap between FSM and non-FSM pupils compared to Kent overall, namely Dover (all subjects), Gravesham (English) and Sevenoaks (English,Maths). Conversely some districts have larger gaps than Kent overall, namely Swale (English 32.9%), Tonbridge and Malling (English 30.5%, English & Maths 37%) and Tunbridge Wells (all subjects – Maths 34.7%, English & Maths 40.2%).

Tonbridge and Malling and Tunbridge Wells have the largest gaps between FSM and Non FSM pupils, although overall attainment is better than average. Attainment for Tonbridge and Malling is well above Kent and National average for all subjects Tunbridge Wells overall attainment is above Kent and National average for English, and Kent average for Maths. (Figure 10. and Appendix 4.)

**Figure 10: Extract from Figure 1 & 2 Appendix 4: KS2 2010 attainment for pupils eligible for FSM**

| | % L4+ English FSM | % L4+ English Non FSM | % L4+ English All | % L4+ Maths Non FSM | % L4+ Maths FSM | % L4+ Maths All | % L4+ English AND Maths FSM | % L4+ English AND Maths Non FSM | % L4+ English AND Maths All |
|---|---|---|---|---|---|---|---|---|---|
| Kent | 56 | 81 | 78 | 59 | 80 | 77 | 46 | 74 | 70 |
| National | 64 | 83 | 80 | 66 | 83 | 80 | 56 | 77 | 73 |

| | Gap Between FSM and Non FSM - % L4+ English | | Gap Between FSM and Non FSM - % L4+ Maths | | Gap Between FSM and Non FSM - % L4+ English AND Maths | |
|---|---|---|---|---|---|---|
| Kent | -25.0 | | -21.0 | | -28.0 | |
| National | -19.0 | | -17.0 | | -21.0 | |

Source: DfE and May 2010 School census

In comparison with Kents' statistical neighbours, in 2009 we had the lowest achievement of Level 4+ or above and the highest FSM gap. In 2010 the FSM gap had reduced although Kent remained above the national average and consistently higher than our statistical neighbours.  Appendix 5.

Looking further afield examples can be found where there are much higher rates of eligibility for FSM , where the relative gap between FSM and Non FSM pupils is small and achievement of Level 4+or above is higher than in Kent. It should be noted these authorities are considerably smaller than Kent with between 40 – 69 schools.(Figure 11).

**Figure 11: Selected other authorities (2009)**

| LA | FSM rate* | Achievement of Level 4 or above (%) | FSM gap (% points) |
|---|---|---|---|
| Tower Hamlets | 49.2 | 73 | 8 |
| Westminster | 36.3 | 72 | 11 |
| Wandsworth | 27.7 | 76 | 14 |

(Source: DfE 2009)  *Pupils eligible for free school meals based on Achievement and Attainment Tables

### 3.2.5  Does the proportion of pupils eligible for FSM within a school have an impact on attainment?

The number of non FSM pupils achieving Level 4+ in English and Maths is generally higher in schools with a smaller proportion of pupils eligible for FSM. The gap in achievement between FSM and Non FSM pupils is generally greater for pupils eligible for FSM attending schools with a lower proportion of FSM Pupils. The gap is smallest where there is a high proportion of FSM pupils, this band also have a lower % non FSM pupils achieving the L4 English and Maths threshold. (Figure 12)

**Figure 12 a: Attainment by FSM Eligibility Band January 2011**

| FSM Band - January 2011 | Non FSM | FSM | Non FSM | | FSM | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Number of KS2 Pupils | Number of KS2 Pupils | Number Achieving L4+ English AND Maths | % Achieving L4+ English AND Maths | Number Achieving L4+ English AND Maths | % Achieving L4+ English AND Maths | FSM/Non FSM % Attainment Gap |
| <8% | 4851 | 218 | 4049 | 83.5 | 141 | 64.7 | -18.8 |
| >=8% and <20% | 5293 | 694 | 4091 | 77.3 | 344 | 49.6 | -27.7 |
| >=20% and <35% | 2057 | 681 | 1359 | 66.1 | 314 | 46.1 | -20.0 |
| >=35% and <50% | 701 | 461 | 410 | 58.5 | 225 | 48.8 | -9.7 |
| >=50% | 25 | 44 | 17 | 68.0 | 29 | 65.9 | -2.1 |

65 unmatched pupils          Data excludes primary pupils at Folkestone Academy

Source: January 2011 schools census and KS2 20011 Pupil flat file

**Figure 12b: Attainment by FSM eligibility Band January 2011**
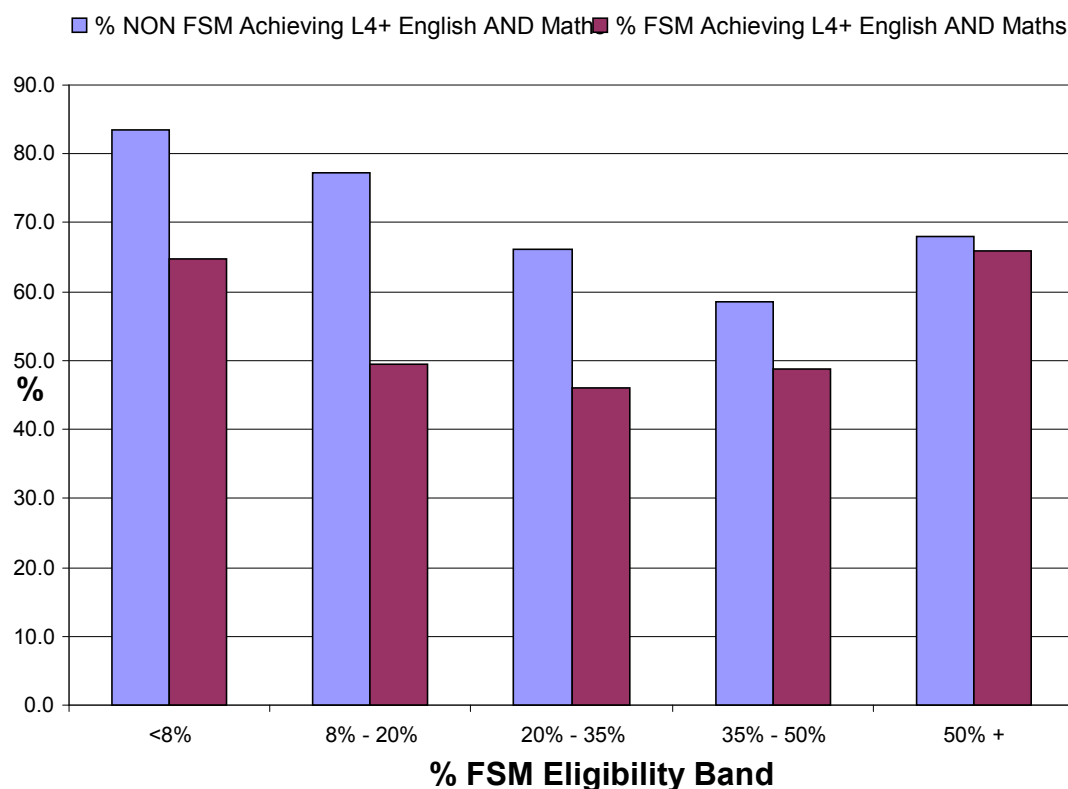


Source: January 2011 schools census and KS2 20011 Pupil flat file

### 3.2.6  Attendance:

There is a correlation in Kent between the schools with the highest levels of persistent absence and their IMD measure and rank. This is most marked in primary schools with high levels of persistent absence (PA), where six of the worst performing PA schools are ranked in the top 65 for IMD across the county, including 2 in the top 10. There are however some exceptions. (KCC 2011b)

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When working closely with schools to address issues of attendance and exclusion, and when sharing pupil level and school level information with other LA officers to ensure consistent support and challenge, ABS relies on its good relations with schools to provide up to date data and analysis which will facilitate early intervention and preventative activity with families.

It was commented that although this information has historically been forthcoming, there is now no requirement on academies to share their data, nor to engage with ABS in early intervention or preventative activity, although ABS remains the statutory route through which prosecution is initiated and implemented. Although there are currently only a limited number of primary academies in Kent it is possible that this number will increase in line with the Government's policy.

### 3.2.7  Predicting progress

The analysis of data on primary schools falling below the floor target (based on 55% of pupils achieving Level 4 in both English and maths at Key Stage 2), to further understand their characteristics (particularly in comparison with other, higher achieving primary schools) highlighted a number of associated characteristics.

The analysis shows that a number of characteristics are associated with schools falling below the floor target, namely:

---

**Pupil Characteristics**
- Year 2 FFT(B)[5] predictions
- Eligibility for FSM
- SEN
- LAC
- EAL (for pupils from new EU countries only)
- IMD
- Pupil turnover (measured by pupils joining after Year 3)
- Absence (persistent)
- Absence (authorised)
- Absence (unauthorised)

**School characteristics**
- Budget rollovers/deficits - revenue

**Inspection results**
- Overall effectiveness
- Standards
- Attendance
- Achievement
- Behaviour
- Teaching & learning
- Leadership & management

**Pupil attitudes/behaviours**
- Consumption of crisps/sweets
- TV watching
- Sleeping well
- Feeling safe at school
- Usually feeling happy
- Self-efficacy
- Being bullied
- Liking lessons

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[5] Fisher Family Trust predictions, which are estimates of likely future attainment based on prior attainment.  Year 2-based predictions have been used for this analysis.

The analysis also sought to build a model that is able to predict whether a primary school is likely to fall below floor target or not, based on the most significant of the above characteristics. **The outcome of this analysis is that performance against the 55% floor target can be predicted through:**

- **<u>Mainly</u> pupils' Year 2 FFT(B) predictions (i.e. attainment at Key Stage 1)**
- **Supported by...**
  - **Overall absence levels**
  - **The proportion of pupils reporting not feeling safe at school**

***Of these characteristics, it is pupils' prior attainment that is the <u>most important</u>.***

If prior attainment is not allowed to enter, the next best model says that performance against the 55% floor target can be predicted through mainly the **% pupils eligible for free school meals,** supported by overall absence levels and the proportion of pupils with English as an Additional Language, who are from one of the new EU countries.(KCC 2010 (b)).

# 4    Mosaic Analysis

## Key Findings

Research (KCC Oct 2011) investigating possible links between the socio-demographic backgrounds of pupils and attainment using the customer segmentation tool Mosaic looked at:

- the attainment of each pupil appended to their Mosaic classification

- the pupil data in relation to school performance.

- the Mosaic profile for the whole of Kent is considered in relation to other Local Education Authorities (LEAs) in England

The analysis concluded that:

It is clear deprivation is a clear driver of attainment, but there are other factors which influence attainment, and to different extents for certain types.  Family attitudes and different types of social deprivation can also contribute to a pupil's attainment.

The quadrant analysis of pupil data in relation to school performance has demonstrated many of the trends identified in the analysis of pupil data to Mosaic type. Generally those types suffering from multiple types of deprivation particularly social aspects perform less well in the Key Stage Tests.

There is also some evidence to suggest that a high concentration of a few types within schools can disproportionately influence contributing factors to attainment such as behaviour, attitudes and parental involvement.  However, comparing the two quadrants of pupils attending schools of high free school meals and high attainment to low free school meals and low attainment demonstrates affluence and deprivation are not the only factors affecting a school's performance.  Whilst the Mosaic indicators have drawn out some useful factors which could play a role in shaping children's and parents attitudes to education, there clearly are factors beyond the scope of attitudes, characteristics and demographics that influence the attainment outcomes of pupils.

In general terms Kent appears to perform in a similar fashion to other LEAs who attain the same level of pupils achieving Level 4 and above in Key Stage 2 for English and Maths.  Attainment results for the LEA with most similar Mosaic profile are slightly lower, but this is perhaps mitigated to some extent by the number of pupils from slightly less affluent backgrounds.

# 4    Impact of Deprivation in Kent: Mosaic Analysis

## 4.1    What are the possible links between the socio-demographic backgrounds of pupils and attainment? Which family/home characteristics are related to attainment of pupils?

Research (KCC Oct 2011) investigating possible links between the socio-demographic backgrounds of pupils and attainment using the customer segmentation tool Mosaic[6] looked at:

In the first instance, the attainment of each pupil was appended to their Mosaic classification to ascertain if any of the Mosaic types are more or less likely to achieve Level 4 or above in English and Mathematics (the government's floor target is 60% of pupils achieving Level 4 or above in these subjects).

Secondly, the pupil data in relation to school performance.  Schools were divided into 4 categories based on their attainment and deprivation status.  The Mosaic profiles of pupils attending the relevant schools were assigned to each category to consider if certain Mosaic types potentially influence the performance of a school.

Thirdly, the Mosaic profile for the whole of Kent is considered in relation to other Local Education Authorities (LEAs) in England to establish if Kent performs in line with similar comparators.

Appendix 6 has more detail on mosaic and each of the investigations.

## 4.2    Linking attainment level to a Mosaic type.

4.2.1   Looking at the proportion of pupils in each Mosaic type that achieve Level 4 and above in English and Maths[7], the research found that,

The proportion of pupils of a given type[4] which achieve Level 4 or above in English and in Maths in Kent schools ranges from 100% to 0% of pupils although those achieving the extremes of the spectrum accounted for a very small number of pupils.

Generally, the more affluent the type, the higher the proportion of pupils attaining Level 4 and above in English and Mathematics will be, although there are some exceptions to this trend.[8] The following paragraphs describe the 3 main types with the highest attainment and the 3 types with the lowest attainment, and then those types which are not characteristic of this trend. [9]

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[6] Mosaic: Mosaic is a classification system designed by Experian to profile the characteristics of the UK population. Each household in the UK is classified as belonging to one of 69 Types.  These Types describe the residents of a postcode in terms of their typical demographics, their behaviours, their lifestyle characteristics and their attitudes.

[7] The address of each pupil sitting the SATs in the years 2008, 2009 and 2010 was assigned to the Mosaic type.  The data was then aggregated to show the proportion of each type achieving Level 4 and above. Combining the results for 3 years allows for any anomalies and increases the reliability of types which are representative of a small number of pupils.

[8] Note that types which are representative of less than 20 pupils are not included in the results as because of the low numbers; they cannot be relied upon to predict trends

[9] The commentary given here for each type has been drawn from Experian's descriptions of the social demographics for that type nationally (based on extracts from the pen portraits – available from the multimedia guide), as reported in KCC Oct 2011

### 4.2.2  Groups of pupils more likely to achieve based on attainment

The following 3 types have the highest proportion of pupils achieving Level 4 and above based on the analysis of the KCC pupil data (Figure 13).

Figure 13: Types with highest attainment

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C10 *Wealthy families in substantial houses with little community involvement*

This type has the highest proportion of KCC pupils achieving Level 4 or above in English and Maths (95%).  It contains many people who have acquired significant wealth and who live in large houses, set in extensive grounds, in semi-rural settings within easy reach of London and provincial cities. Residents include business owners, celebrities in the worlds of sport and entertainment as well as directors and senior managers in well known companies.

A high proportion of the children attend independent schools, many of them as boarders. Parents are not necessarily among the most active in attending parents' evenings or in helping children with their homework.

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C9 *Successful older business leaders living in sought-after suburbs*

The proportion of KCC pupils achieving Level 4 or above in English and Maths within this type is 89%.  This Type contains many extremely comfortably off people in their 50s and 60s, living in substantial family homes surrounded by extensive, mature gardens but in a well established suburb. These people have substantial disposable incomes and often high net worth.  They tend to be found within easy commuting reach of London and major regional centres.

Children are likely to go to independent schools. There is considerable pressure on children to achieve high standards, whether at state or independent schools, and most manage to win a place at a well respected university

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C11 *Creative professionals seeking involvement in local communities* (87%)

The proportion of pupils in KCC schools achieving Level 4 or above in English and Maths within this type is 87%.  This Type contains many of the most influential figures in society, people who exercise thought leadership in politics and media, in universities, hospitals and the law, who sit on influential public committees and shape public debate.

Likewise residents are among the most conscientious in steering their children through the educational system in such a way as to emerge with a good quality degree.  These are often parents who are keen to be involved with their children's school work and who engage actively with their schools, for instance in parent-teacher associations. Children perform particularly well in key stage tests.

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Source: KCC Oct 2011

### 4.2.3 Groups of pupils less likely to achieve based on attainment

The types which have the lowest proportion of pupils achieving level 4 or above at Key Stage 2 are generally from the most disadvantaged types, including significant numbers who have been brought up in families which have been dependent on welfare for many generations. These types are often located in low rise, social housing on the periphery of cities and towns (Figure 14).

Figure 14; Types with Lowest attainment

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**O69 *Vulnerable young parents needing substantial state support***

Only 39% of KCC pupils classified as this type achieved Level 4 or above in English and Maths. This Type has a high concentration of young parents with pre-school age children who have been given priority for social housing and live in some of the least desirable council estates. Many of the country's most vulnerable young children live in these neighbourhoods.

Children perform particularly poorly in key stage tests. When they start nursery school they are likely to suffer from lower levels of ability to listen and talk, to sit still and to observe simple instructions.

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**O67 *Older tenants on low-rise social housing estates where jobs are scarce***

This Type has the second lowest proportion of pupils achieving Level 4 or above in English and Maths at 42%. It is characterised by people of older working age in low rise municipal housing, and mostly living on benefits or incomes little higher than the minimum wage.

Living often on very large council estates, many children will never meet children who come from families where parents have a successful career or where they have benefitted from a university education. Most children have little understanding, other than from television, of the lifestyles and social behaviours of the mainstream population. This is a major source of disadvantage that contributes to some of the lowest performances at key stage tests of any Type. These disadvantages are compounded by the apparent lack of local demand for any qualifications that these children may acquire.

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**O68 *Families with varied structures living on low rise social housing estates*** (46%)

In Kent, 46% of pupils classified as this type achieved Level 4 or above in English and Maths. This Type consists of families with school age children who are deemed to be in urgent need of housing. Living in recently built, low rise estates of publicly rented housing, residents tend to be more likely to suffer from social problems than from economic ones.

At school, children perform poorly in key stage tests and, as a rule, parents take less interest in discussing school work with their children and are less particular about the schools they should attend. A common problem experienced by children is finding a quiet space in which to do their homework, as many have to share small bedrooms with siblings. On the other hand, these children do not suffer from limited horizons. Not being effective in reaching these horizons is a greater source of frustration.

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Source: KCC Oct 2011

### 4.2.4  Other types not characteristic of trend

It is clear that overall affluence and attainment are the main trends in influencing attainment at Key Stage 2.  However, in some instances, Mosaic shows that affluence is not the only contributing factor to a pupil's attainment.  (Figure 15)

Figure 15: Other types not characteristic of trend

Pupils from the type *G29 Young professional families settling in better quality older terraces* achieve 77% at Key Stage 2.  This type is well educated, many in their thirties, early forties, who are bringing up a young family in an area of pleasant, older style housing in the middle ring suburbs of a large city.  Although they earn good incomes, this type is not as affluent as other types such as F22 *Busy executives in town houses in dormitory settlements*, but their children perform similarly at school (78% attainment).  Mosaic suggests this relates to their parent's experience of the education system and interest in their children's development.

Type *F25 Personnel reliant on the Ministry of Defence for public services* are considered to have a low level of deprivation as all are in employment and will have access to a range of services.  Yet, children in this type, achieve below the national average.  In Kent, 55% of pupils from this type achieve Level 4 or above.  Mosaic indicates this could be related to a lifestyle where absent fathers and movement between different bases can disrupt academic development.

The proportion of pupils from the Type *F24 Young parents new to their neighbourhood, keen to put down roots* achieving Level 4 and above is 69%, placing this type in a mid-table position.  Generally this type are well qualified with an above average number of adults having a university degree or higher.   Both partners are likely to work to cover the cost of mortgage payments, but are employed in jobs which enable them to adequately meet their debt requirements.  It could therefore be a consideration that due to long working hours, parents have limited time to spend with children on their homework, for example.

The Mosaic types representative of ethnically diverse areas achieve slightly above the floor target of 60%.  Type *I42 South Asian communities experiencing social deprivation* contains the highest concentration of recent migrants from South Asia.  They tend to be located in poor quality older terraced housing and living in overcrowded conditions.  Many of these residents have difficulty in their use of the English language, as a result of which it is often difficult for them to obtain employment other than in menial tasks which do not require them to interact to a significant degree with the host population.  Standards of educational attainment nationally are very low at primary school perhaps because of the number of children who do not hear spoken English at home.  However, as children grow older their attainment relative to peers improves dramatically.  Despite being one of the most deprived of the Mosaic types, 63% of children in this type achieve Level 4 or above in English and Maths.

Source: KCC Oct 2011

### 4.2.5  Summary

It is clear deprivation is a clear driver of attainment, but there are other factors which influence attainment, and to different extents for certain types.  Family attitudes and different types of social deprivation can also contribute to a pupil's attainment.

## 4.3 Influence of a school's Mosaic profile on their attainment

4.3.1 The school context was taken into account by examining the school's attainment relative to it's deprivation (based on the proportion of pupils claiming free school meals), and then considering the impact and balance of the Mosaic types in the school. Schools have been considered in four categories and each school allocated to a category based on Key Stage 2 results and proportion of year 6 pupils to be claiming free school meals (Appendix 6).

4.3.2 Figure 16 shows the distribution of schools diagrammatically. The majority of schools are within the top left quadrant. This represents school's where more than 60% of pupils are achieving Level 4 in English and Maths and the proportion of pupils claiming free school meals is below the Kent school average of 18.5%.

4.3.3 The pupils attending the schools in each quadrant were grouped together to formulate 4 Mosaic profiles which were then compared and any trends highlighted.

**Figure 16: Quadrant analysis – assigning schools to a category based on their attainment and deprivation**
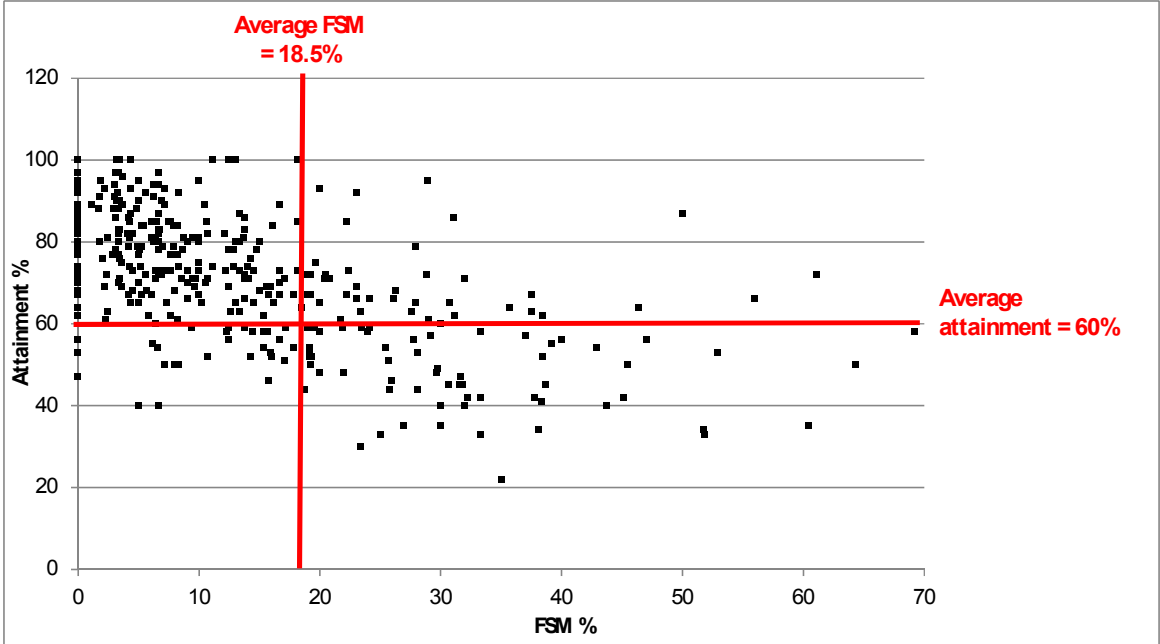


Figure 17 shows the majority of pupils in Kent attend schools which achieved above the floor target and which have a lower proportion of pupils claiming Free School Meals than the Kent average.

**Figure 17: Number of pupils in year 6 attending schools in each quadrant[10]**

| Number of pupils in each quadrant | 2008 | 2009 | 2010 | Combined |
|---|---|---|---|---|
| Above ave.FSM / above ave. attainment | 826 | 1,260 | 1,503 | 3,580 |
| Above ave.FSM / below ave. attainment | 2,049 | 2,015 | 2,578 | 6,618 |
| Below ave.FSM / above ave. attainment | 11,238 | 10,140 | 9,556 | 30,926 |
| Below ave.FSM / below ave. attainment | 1,795 | 1,874 | 1,836 | 5,503 |

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[10] The counts for three of the categories are much smaller and could therefore lead to anomalies in some of the conclusions where a very small number of pupils are within an individual type. As a result, the analysis on the quadrants has been combined for all three year's worth of data to boost the sample and conclusions that can be drawn.

4.3.4   The following section describes the key groups and trends in each of these profiles and then compares the results to identify trends resulting from the profiles.


**Figure 18: Describes the key groups and trends**

| Mosaic type – most representative types in each profile |
| --- |
| **High Free School Meals / Low Attainment:** <br><br> O68 Families with varied structures living on low rise social housing estates <br><br> K51 Often indebted families living in low rise estates <br><br> J45 Low income communities reliant on low skill industrial jobs <br><br> I43 Older town centres terraces with transient, single populations <br><br> E18 Industrial workers living comfortably in owner occupied semi <br><br> Many of the types identified in this group were identified in the previous section as having a low proportion of pupils achieving Level 4 or above at Key Stage 2.  Type O68 accounts for nearly a quarter of pupils in this quadrant (22%).The proportion of this type achieving Level 4 and above for the last 3 years was just 46% which reflects the low attainment of pupils in these schools.  Many pupils from the types O68, K51 and I43 are likely to have a range of factors hindering their education.  A higher proportion of children lack stability, some will be living in overcrowded conditions which could hinder their concentration, and some are unlikely to be encouraged in their aspirations as education is not seen as a priority.  Although other types such as E18 perform well in Key Stage tests, it is likely that a combination of the dominance of certain types who perform less well in the tests and their lack of parental support and home background undoubtedly would appear to have some impact on performance. |
| **High Free School Meals / High Attainment** <br><br> K51 Often indebted families living in low rise estates <br><br> O68 Families with varied structures living on low rise social housing estates <br><br> J45 Low income communities reliant on low skill industrial jobs <br><br> E18 Industrial workers living comfortably in owner occupied semi <br><br> H35 Childless new owner occupiers in cramped new homes <br><br> Many of the types representative of schools with high free school meals and low attainment are also found in this quadrant.  Types K51 and O68 account for 28.5% of pupils.  This figure is much lower than the proportion these two types account for in the above quadrant (39.6%) and perhaps explains some of the difference in attainment levels.  This quadrant also has a higher proportion of pupils from the types who perform better in the Key Stage 2 tests. <br><br> Although some of the types present are unlikely to encourage their children in their education as much as some of the other Mosaic types, pupils generally will have less of the home related issues affecting some of the families highlighted for some the types in the quadrant above.  Pupils are also more likely to come from a range of backgrounds and have exposure to different circumstances which could all influence the pattern of behaviours and attitudes within the school. |

**Low Free School Meals / High Attainment**

E18 Industrial workers living comfortably in owner occupied semis

K51 Often indebted families living in low rise estates

D13 Higher income older champions of village communities

F23 Early middle aged parents likely to be involved in their children's education

E17 Comfortably off suburban families weakly tied to their local community

With the exception of K51 all of the types shown in the table above perform significantly above the floor target of 60% of pupils achieving Level 4 or above. It is representative of types who are more likely to take an active interest in their children's education. This quadrant is also the most representative of children living in rural locations (types A1 to A4).Type O68 accounts for a much lower proportion of the overall profile than is found in any of the other 3 quadrants representing 3.4% of pupils attending schools in this quadrant. Thus, the combination and proportion of the types represented in this quadrant suggests children are more likely to be exposed to a diverse range of cultures and situations which may impact on children's attitudes and behaviours within the school and therefore upon their results.

**Low Free School Meals / Low Attainment**

K51 Often indebted families living in low rise estates

E18 Industrial workers living comfortably in owner occupied semis

J45 Low income communities reliant on low skill industrial jobs

O68 Families with varied structures living on low rise social housing estates

B6 Self employed trades people living in smaller communities

Pupils attending school in this quadrant are from a range of types from across the socio-economic spectrum. Types E18, J45 and B6 have a higher than average proportion of pupils achieving Level 4 or above in English and Maths. Types K51 and O68 have a below average proportion of pupils achieving this level of attainment. This reflects a lower level of attainment than is found in the quadrant which has low free school meals but higher attainment. However, when the profile is compared to pupils attending schools with high deprivation and high attainment, the more deprived types account for a much higher proportion of that profile than is found in this quadrant, yet their attainment is much higher. Types O68 and K51 account for 30.5% of pupils in schools with high free school meals and high attainment compared with 21.1% of pupils in this quadrant. This could indicate that other factors within a school also influence attainment.

This quadrant accounts for a higher proportion of pupils classified as type B6 than any of the other quadrants. Although incomes are relatively comfortable, levels of formal education are relatively low. This is likely to have some influence on children as parents are concerned for their children, but tend not to become involved in what they learn at school. This lack of parental support could influence the culture of schools to some extent.

### 4.3.5  Summary

The quadrant analysis has demonstrated many of the trends identified in the previous section.  Generally those types suffering from multiple types of deprivation particularly social aspects perform less well in the Key Stage Tests.

There is also some evidence to suggest that a high concentration of a few types within schools can disproportionately influence contributing factors to attainment such as behaviour, attitudes and parental involvement.  However, comparing the two quadrants of pupils attending schools of high free school meals and high attainment to low free school meals and low attainment demonstrates affluence and deprivation are not the only factors affecting a school's performance.  Whilst the Mosaic indicators have drawn out some useful factors which could play a role in shaping children's and parents attitudes to education, there clearly are factors beyond the scope of attitudes, characteristics and demographics that influence the attainment outcomes of pupils.

## 4.4  Comparing Kent to other Local Education Authorities (LEAs)

### 4.4.1  How does the county perform in relation to other LEAs with similar characteristics - attainment levels and proportion of free school meals?

The Department for Education publishes statistics on the proportion of pupils taking free school meals and known to be eligible for free school meals along with the proportion of pupils in an LEA who achieve Level 4 or above in English and Maths.  Figure 19 shows an extract of this data for Kent and other LEAs who had the same attainment level in 2010.

In 2010, the published rate of pupils achieving Level 4 or above in English and Maths at Key Stage 2 in Kent was 70%.  Seven other LEAS achieved 70% for English and Maths at Key Stage 2 .  Of these LEA's, Bedford and Slough have similar levels of free school meals.  The Mosaic profile of the Kent population is compared to the population living within these two LEAs.

**Figure 19: LEAs with the same attainment level as Kent**

| LEA | % taking free school meals | % known to be eligible for free school meals | % KS2 English and Maths |
|---|---|---|---|
| Sunderland | 18.4 | 21.3 | 70 |
| Barnsley | 17.5 | 20.3 | 70 |
| Sheffield | 14.9 | 18.0 | 70 |
| Bedford | 12.5 | 14.9 | 70 |
| Barking and Dagenham | 20.7 | 23.8 | 70 |
| Kent | 12.2 | 14.1 | 70 |
| Slough | 12.4 | 15.6 | 70 |
| Southampton | 19.2 | 23.2 | 70 |

Source: DfE: Schools, Pupils and their Characteristics: January 2010

### 4.4.2 Bedford LEA compared to Kent LEA

When the Mosaic profile of Bedfordshire is compared to Kent, the profile is fairly similar.  However, the analysis shows Kent has a higher proportion of the types that are less likely to perform well, and a lower proportion of the types that mostly appear to perform well at key stage 2, yet retains a similar proportion of pupils achieving Level 4 or above.

### 4.4.3 Slough LEA compared to Kent LEA

In comparison to Slough, the Kent profile is significantly different.  The population of Slough has a much higher proportion of people from ethnic backgrounds than in Kent particularly of South Asian descent.

Other types over represented in the Slough profile compared to Kent are singles and childless couples in new houses and flats. In contrast, Kent has a higher proportion of the population who are from the types typical of older owner occupiers, some with children of secondary school age and others with children who have left homes.

The difference in the population makes it difficult to assess how Kent performs in comparison to Slough.  It highlights that attainment is not necessarily related to one particular combination of Mosaic types.

### 4.4.4 Other LEAs with a similar Mosaic profile

Kent was compared to all other LEAs to find the LEA with the Mosaic profile most similar to its own profile. Analysis shows Hampshire LEA has the profile most like the profile of the Kent LEA.  In comparison with Kent, Hampshire achieved a higher proportion of pupils achieving Level 4 and above (76% compared with 70% for Kent). However, the proportion of pupils claiming free school meals is much lower than Kent at 8.2% compared to 12.2% in 2010.  The percentage known to be eligible for free school meals is also lower in Hampshire at 10.3% compared with 14.1% in Kent, and this could have some bearing on attainment as has been demonstrated in the previous sections.

### 4.4.5 Summary

In general terms Kent appears to perform in a similar fashion to other LEAs who attain the same level of pupils achieving Level 4 and above in Key Stage 2 for English and Maths.  Attainment results for the LEA with most similar Mosaic profile are slightly lower, but this is perhaps mitigated to some extent by the number of pupils from slightly less affluent backgrounds.

(See Appendix 6 for more details of Mosaic Analysis.)

# 5    The School Effect

## Key Findings
**Important School Based Factors for Success**

**Leadership and Management**:

- Strong Leadership is vital. Effective Leadership is dependent on the leader having not only a clear sense of direction but also a clear sense of purpose. The effective Headteachers have a strong set of beliefs underpinned by clear and articulated values. The shared values underpin the actions and create a sense of purpose and meaning within the wider workforce.

- Excellent leadership reflected by a clear determination, ambition and **drive for improvement** and to overcome barriers to learning and is **solution focused.** The Leadership of these schools are **'focused, and not to be diverted'**, despite significant challenges and need to provide high levels of pastoral care.

- Leadership ensured that the **environment for learning was conducive to learning and safe**.

- **High expectations of staff and of pupils.** Leadership set clear expectations of standards of teaching, tackling underperformance and raising expectations of both behaviour and expected progress.

- **Unrelenting focus and commitment to improve standards and quality of teaching. Raising standards and tackling poor performance** with an unrelenting professional standard - challenging and supporting their teachers, holding them accountable and driving improvement in quality of teaching and standards - "to ensure all teaching is at least good to outstanding", and "**anything but the best is not good enough**". Removing inadequate teachers where necessary.

- Rigorous monitoring of provision within a supportive environment improving the overall quality of teaching through good support, supervision and monitoring of teachers through for example lesson observations and work sampling.

- A clear and **widely shared vision**, with a "united" team focused on personal development and raising standards and team commitment to improve learning.

- Leaders empowered their staff, and "are ambitious, persistent and **creative in realising a vision,** motivating staff to initiate change.

- **Accurate analysis through self-evaluation** of provision which is incisive and rigorous, giving a very clear and accurate understanding of the strengths and areas where further improvement is needed, informing training needs and **identifying clear priorities for improvement**, linked to ambitious but achievable targets.  With whole school initiatives, from starting point until embedded in practice. Make **good use of pupil assessment information** to set appropriately **challenging whole-school targets clearly linked to raising standards.**

- **Building a strong team** with a commitment to improve learning and that work effectively **together to improve the quality of their teaching**. A staff who are **valued and encouraged to develop their skills**.

- Making sure pupils are **ready for learning – try to eradicate barriers to learning.**

- Provide a fabulous education experience for children. Ensuring **ethos** is right – Important whole school ethos, good behaviour, high expectations, good teaching, and work hard at culture, staff and support, and creating a team spirit

- Being approachable and willing to seek advice and learn from good practice, to learn from techniques and adapt to own school. There is a need to create a culture in Kent where it is nature to learn from best practise.

- **Visibility of Headteacher** in school, in class informally as well as formal monitoring, 'walk the school' every day being attentive and thorough and picking up issues.

- Difficult to recruit Headteachers especially for schools in less advantaged areas. The challenge is finding enough high calibre Headteachers with the skill set to know how to improve the quality of teaching and accelerate the rate of learning for Kent. This is a key strategic issue.

- Kent has to grow its own Headteachers through good succession planning, spotting the talent and fast tracking resources to build this up quickly - it is not about a potential Headteacher having years of experience but having the right experience and skill set – this is the medium to long term plan. The only way in the short term is to spread the use of the best Headteachers via more collaboration of headteachers and spreading good practise across schools.

- A model which considers pupils in school within a whole school approach to tracking, analysis, intervention planning and target setting is effective

**Curriculum and Curriculum enrichment**
- A broad and challenging curriculum is a key feature in sustaining and promoting educational attainment**.** Pupils had a **high level of engagement and enjoyment** in the curriculum. The **balance, breadth and quality of the curriculum has a significant impact** and making it interesting and relevant makes a positive contribution to pupils learning. **Engaging pupils** through a creative, exciting and rich curriculum emerged as important and a significant factor in **motivating and enthusing pupils in their learning, bringing about improvements in pupils attitudes to learning, behaviour and enhancing pupil progress.** Teachers welcomed creativity being allowed and felt this was key to success.

- The curriculums were not only interesting and relevant but also planned carefully to meet the wide-ranging learning and developmental needs of pupils, and responded promptly and effectively to new priorities identified by senior leaders.

- **Curriculum enrichment** through extra-curricular activities and extended services supports learning well and makes a positive contribution. Adding a 'wow' factor to topics and teaching **successfully engaged and motivated** pupils to learn, and **provided experiences beyond their normal boundaries.** Good education outside class can lead to improved outcomes, including better achievement, standards, motivation, personal development and behaviour. Although on average research shows deprived pupils are more likely to miss out on enrichment opportunities there was evidence of good curriculum enrichment giving valuable and inspiring experiences, enhancing the curriculum and enabling pupils to have cultural and sporting opportunities that extend well beyond the communities where they live.

- **If children look forward to coming to school they are in a better frame of mind to learn.**

## Teaching, Learning, and Planning

- The quality of teaching is critical in supporting all pupils outcomes**.** There was a **clear focus and commitment to improve standards and quality of teaching**, and drive to ensure all teaching is good to outstanding - "good' is absolute minimum". **Tackling underperformance and improving quality of teaching** - driving improvement in standards and learning and **increasing proportion of good to outstanding teaching.** Teachers are **accountable.**

- **Through support, supervision and monitoring,** valuing their staff and encouraging them to develop their skills led to an increased proportion of good quality teaching, because of appropriate challenge, professional development and support. Opportunities are provided through **professional development to enhance the skills and expertise** of all staff, to remove barriers to learning and raise achievement. Leadership although very supportive took a strong position on Teaching and learning and put in place plenty of support and guidance to raise standards of teaching and also took tough decision to remove staff who were not adequate despite support, as concern that children are taught once – 'one shot' to get it right for them" .

  *"Culture is very much 'not done unto' – teachers want to improve and learn, work as team in school."*

- Critical self-evaluation for teachers is important, however this is reportedly not taught well enough, and one of the biggest challenges is ways to develop this quality.

- If a school is brave enough to invite pupils to give feedback then they should respond quickly to make the learning more positive and use pupil feedback to adapt teaching.   It is not just about assessment but also about the way that learners learn.

- **Relationships between adults and pupils** are very important and key to the good teaching, fostering a good attitude to learning.  This helps motivate pupils to try hard and do their best, within a safe, warm and friendly atmosphere and positive culture. Pupils' enthusiasm and **attitude to learning** makes a significant contribution. Pupils have good attitudes to learning and participate

enthusiastically due to high expectations, effective behaviour management, good relationships and well established routines.

- **There was excellent planning** of the curriculum and lessons to **meet wide ranging needs**, with **clear objectives** and **excellent differentiation of tasks.**

- **Planning is rigorous** and done with care ensuring that work is **closely tailored to what pupils need to learn and their individual learning needs**, with **interesting tasks and activities that are varied and fun** to engage and motivate pupils.

- The Teaching **makes clear what pupils will be learning** in lessons with clear learning objectives and targets shared with pupils: "WALT" – we are learning to..

- Effective use of the 'wider workforce' is an important aspect of school support. The Teaching Assistants supported learning well and Teachers used the skills and expertise of support staff to enhance learning and targeting resources to work with a variety of ability groups.

- Focus on **achievement and challenge for pupils** to achieve as well as they can, including more able pupils. Staff aspirations are high – want pupils to do well, be safe and happy.


**Assessment and tracking**
- The use of **robust assessment and tracking systems for monitoring progress and targeting support**/intervention have contributed significantly to improving standards, identifying for example, where teaching and learning could be enhanced to accelerate pupils' progress **identifying** for example **pupils at risk of falling behind or needing greater challenge** to ensure progress, and good use of monitoring information to **assess impact of initiatives and sharpen targets.** Enabling teachers to know where they are and make sure teaching what is needed, adapting as necessary and responding quickly.

- **Individual pupil targets and pupils understanding of them makes a significant contribution to improving standards** with **pupils knowing** what their learning **targets** are, **where they are aiming and what they need to do next to improve.** Good and consistent marking was important providing pupils with useful information about how to improve their work. Targets are challenging, but achievable.

- The **children become the drivers, engaging parents in their learning**, explaining the levels and what they need to do to achieve.


**Attendance and behaviour**
- **Managing behaviour** effectively has a significant impact for all pupils - need to set clear ground rules and expectations and model good behaviour, often to pupils as well as parents. Need a clear system which rewards the positive. It was reported that often behaviour of some would take up all of the adult resource, take the teacher out of class and disrupt lessons. Engaging pupils

through a vibrant curriculum and good relationships with adults made a significant contribution to improving behaviour.

- Reported overall a significant increase in the identification of young pupils with challenging behaviour (Key Stage1 and 2) resulting in a worrying increase in the use of fixed term exclusions and a steady stream of permanent exclusions in these phases. For some parents penalty notices for attendance don't work, as the system is not rigorous enough to ensure parents actually understand the <u>need</u> to attend school.

- Attendance of pupils is a particular challenge, that is important as tracking shows pupils with persistent absence do not perform as well as or make the impressive progress of others – their chances in the future are compromised by missing so much school. For the majority of these schools attendance is broadly average, and for some has risen significantly over the last few years, with fewer pupils classed as persistent absentees.

- Improvements are attributed to pupils' enthusiasm for school, good systems for chasing up absences and any persistent lateness, steps taken to challenge those who do not attend regularly, liaison with local police, breakfast and after school clubs and initiatives. Support is targeted well, through close collaboration between the Family Liaison Officer (FLO), Education Welfare Officer (EWO) and school staff to build relationships with families and to improve pupil attendance.

- Attendance is an on-going issue despite huge gains in engaging with parents and building links with the wider community. Heads are relentless in addressing this issue.

**Early Years**
- High quality early years provision has a clear impact on outcomes for children, and low levels of literacy and numeracy skills can prevent pupils from succeeding or accessing other areas of the curriculum, having a knock on effect through a child's schooling (DCSF 2009).

- For all of the schools most pupils join with levels, skills and knowledge which are very low and well below those expected for their age, particularly in speech and language, literacy and numeracy, compared with those typical of children of their age, and a large proportion have learning difficulties or disabilities.

- In the schools there was a positive impact of **effective early years provision,** investing additional support as need to **embed basic skills** early on and **ensure readiness for learning.** The good start made by many children in the Early Years Foundation Stage at school helps to provide them with learning skills that enable them to continue to achieve well in relation to their low starting point, with most pupils making good progress.

- Key to this in the EYFS is the
  - High expectations of children's progress, providing a calm yet stimulating environment for children to make good progress especially in social and linguistic development
  - Good targets for pupils
  - High standards of behaviour, respect and safety
  - Knowing all pupils well, building good relationships and clear routines
  - Good leadership ensuring children's needs are identified quickly, enabling well-targeted support from an early start.
  - Observations and assessment used well to track children's progress and to plan and provide a good balance of stimulating activities that match children's needs well and focused teaching.
  - A strong focus on personal, social and language development and basic literacy skills
  - additional adults in Reception due to level at intake.

- There is a significant Early Years (EY) factor in the level of readiness for learning that children enter school with. The less prepared for learning at the end of the reception stage the more interventions the school has to run to narrow and indeed close the gaps children already have at five years old.

- There is also a cultural issue – a few years ago parents were expected to take responsibility for preparing a child for school – for some this is not the case and devolve responsibility. Schools are on the back foot, if a child is not able to carry out basic functions such as going to the toilet, using a knife and fork or getting dressed.  A lot of children arrive in school not knowing which way up to hold a book.

- Nurseries attached to the schools has reportedly made a difference and improved readiness for learning, with a whole school ethos, embedding learning and ground rules.

- The quality of feeder nurseries was reported as mixed, but joint training between some nurseries and their local primary schools had worked well.

- Many of the children have not used the local Childrens Centre. In class pupils who have consistently gone are more ready for learning and joining in.

- The Primary Schools and Children's Centres do not always work together as well as they could. There are opportunities for Primary Schools, Children's Centres and nurseries, to work together better. There is a need improve levels at intake and to look at provision and build on links and alongside children centre. Relationships with pre-schools, children centres and schools need aligning including continuation of preventative services as children move into school.

**Aspirations**
- Child and parental aspirations are low. Parents are difficult to engage, often apathetic, and some can be quite insular with limited outlook, some are transient, some parents are 4th generation unemployed and therefore a need within these schools to recognise the geographical limitations of pupils.

- The Schools try to nurture parents and raise aspirations of children. They were often 'parenting the parents' but also wanted to help parents into employment by helping them with basic responsibilities – need to get up, dress appropriately, be on time etc.

- The schools talked about economic well-being with pupils to drive learning, about benefit changes and to children about why education is important.

- There is a need to raise aspirations of children as well as parents and this is being done in part through the more creative curriculums and enrichment opportunities.

**Parental involvement**
- Parental involvement in education has a large and positive effect on pupils outcomes (DCSF 2009) and generally pupils from deprived backgrounds experience lower levels of parental involvement, and interest in education. These schools **worked hard to build relationships with parents and carers, involve them in the school and in their children's learning** and for some their **own learning**, encouraging the development of citizenship and strengthening a sense of community. The challenge is for all schools to raise the level of engagement with parents to that of the very best schools and if achieved will have a notable effect on outcomes.

- Obstacles to engaging parents are mixed – some parents have negative attitudes to involvement but other parents are very positive, sometimes parents want to help  but they don't know how and are reluctant to ask school for help – the obstacle for these parents is not motivation but confidence and ability.

- Key to success in raising outcomes for pupils is meeting parents and **convincing them they know children can and will achieve** and improving relationships between school and home and building trust so parents support school.

- Senior leaders are **relentless and determined in their work to involve parents in the life of the school and supporting their children's learning** and parents and carers grow in confidence in engaging with the school as successful initiatives draw them into school to share in their children's learning.

- The schools **set clear expectations of parents**, talk about children's progress and successes, build trust and are accessible, encourage parents into school and **support Home Learning**.

- Through impact on community and some of the engagement activities schools can effect some change in key areas outside school and therefore enable schools to function as high quality learning environments. When parents do engage it can really help their child's learning and have a significant benefit.

**Mobility**

- Schools had a high level of mobility with consistently more than a third of pupils in year 6 joining after Year three consecutively from 2008-2010. High levels of mobility and casual admittances can be very disruptive for school and pupils.

- Levels of mobility are a significant problem for a couple of the schools considered as the percentage of pupils who join or leave the school part-way through their education is very high. For these schools there is a high mobility of pupils into school, with several arriving or returning to Europe at short or no notice, and significant numbers joining and leaving other than at the beginning and end of a key stage. Pupils arriving often do not reach levels expected for their age.

- Although there was good support for pupils who join the school part-way through their primary education, it is a significant challenge.

**Pastoral Care, Well-being and FLO PSA Support**

- Pastoral care is significant as it helps to ensure everything is being done to **support pupils and enable pupils to be ready for learning**. In these schools pastoral support is outstanding and **helps to increase motivation and self esteem, and is often the one bit of stability for pupils**. For all of these schools there are significant challenges and a high level of need for pastoral care. There remains a clear focus on learning, despite significant need for and strengths of levels of care, guidance and support provided.

- Schools work to support pupils and families is highly valued and through the development of strong, well-organised pastoral systems and effective partnerships with a wide range of agencies, schools have made a positive contribution to pupils' good personal development and well-being and helped them overcome significant barriers to learning.

- Pupils are well known as individuals and feel exceptionally safe in school – school often "provides a safe haven". Pupils build open and trusting relationships with adults, and FLO, Headteacher, SENCO learning mentor or inclusion assistant work with individual families to build relationships and trust.

- FLO PSA support are highly valued by headteachers, staff and by parents, and significantly contribute in enabling Headteachers to focus on teaching and learning within the school – "FLO is totally and 'utterly invaluable – know staff and families and 'how they tick, parents are able to relate to FLO".

- There is an increasing need to provide support for children and their parents, modelling good behaviour and social skills.

- Pupils outstanding progress was linked to the schools ability to address the profound and often multiple needs of its many vulnerable pupils so skilfully. It in stills excellent attitudes which help them to profit fully from good teaching and a well tailored curriculum.

**School Culture: Atmosphere and environment**
- School culture overall contributes to improvement. These schools fostered a positive culture based on respect, praise and motivation in a safe, caring, bright and welcoming environment. Physical environment has been invested in.

- Atmosphere that is warm, welcoming, one where both pupils and staff enjoy working in. Important teachers enjoy working in the school and have ability to flourish.  Pupils encouraged through positivity, praise and good reward systems.

**Transitions**
- Popular breakfast and after school clubs are warm, welcoming and do much to ease the transition between home and school.

- Good transition from Nursery to year R to year 1 is important as if well planned and organised helps children settle quickly into their new routines and ensures that the curriculum is adapted to meet the learning needs of all children.

- Good transfer is a hidden benefit of Federation - now fed Primary school into secondary as part of federation, have positive experience into secondary. For vertical federation collaboration in subject areas primary and secondary, means that teachers see work of pupils, know pupils and level at of start of term.

- Children have a number of transitions, from early years setting to primary school and from primary to secondary school. There tends to be a good relationship between early years settings and primary schools, although it was reported that there are a lot of children's centres on school sites but in some cases the Headteacher and Manager don't speak so there is no shared expectation or joint ownership.

- Schools worked to tackle the dip in learning during the summer and between primary and secondary school by for example setting holiday diary tasks or reading challenges.

- There is a problem in that often primary pupils have not reached an adequate level when they go to Secondary School and is therefore in the interest of Secondary Schools to work with Primary Schools and a role for secondary schools to be involved.

**Recruitment and Staff Stability**
- Schools have had high staff mobility and difficulties with retaining and recruiting staff impacting on learning.  Stability of good staffing was important, and Schools worked hard to achieve more stability in staffing, including effective professional development.

- There are difficulties for recruiting to these schools and in attracting high quality applications. Structural solutions through Federation of schools (vertical and horizontal) have enabled schools to overcome this and to recruit high calibre staff as part of team culture in particularly challenging circumstances. Once the leadership was made secure through the appointment of executive

Headteacher (for example previous consultant Headteacher) these schools were now attractive to staff.

- There is a need for an element of resilience of staff.

- Schools have a supportive policy of "grow our own", developing own staff who have potential, with standards set from beginning. Schools developed people who are strong and good teachers, set standards and model outstanding teaching.

- Equally Maternity cover can be difficult to find at the calibre that schools need and supply teaching is not always the best option for some of these pupils. Staff need to be resilient, and may be outstanding somewhere else but can not always transfer well to schools with significant challenges.

- In addition and importantly if a member of staff is ineffective despite extensive support they need to be replaced – *"often this can take too long – longer inadequate staff here the more impact they have on a child's poor learning experience"*.

**Structural solutions – A school within a federation**
- Structural solutions provided an answer for some of the schools, (horizontal or vertical) and works well with effective leadership to support school improvement.

- Being part of a new or bigger team enabled schools to overcome barriers to recruitment of high calibre leadership and staff - encouraging them to come as wider support with excellent track record to tackle these schools with significant issues. Joint Leadership Team gives the Head teachers support for tough decisions and talking through issues and taking action together.

- Gave flexibility to have staff deployed to deliver the best teaching possible and provide immediate support to improve standards, tackle underperformance and set expectations for parents.

- There is not a one size fits all, but both Vertical and Horizontal Federations can work well. There is a shortage of high quality leaders nationally and in Kent – Federation is a clear answer for some spreading the excellent leadership Kent has to deliver improved outcomes for more pupils.

- Federations work productively with families and outside agencies to provide good support to vulnerable students (as do other schools). These structures enabled one federation with significantly high levels of need for preventative services to pool resources and employ its own social worker and nurse, facilitating close links with Social services and health services. This has supported pupils exceptionally well and enabled the focus in school to be on learning and improving pupil outcomes, it has also supported the wider school community offering support and guidance to parents and carers.

- The barriers to Federations are generally Headteachers and Chair of governors.

- As a strong and unified team these schools tackled staffing (removing inadequate teachers where necessary) and were able to make transformation quickly and tackle issues in more areas.

- Good linkage and collaboration is an important aspect, for instance with
  - Curriculum groups across the schools moderate together so levels are clear, what look like at certain level, and can extend to level above.
  - subject leaders working across layers with collaboration in subject areas primary and secondary.
  - Shared teaching experience of what outstanding is.
  - Access to immediate support if an issue arises – can draw on resource of Federation for best support, rather than waiting for specialists to come in weeks/months away.

**Governance**
- There is a relationship between effective governance, the quality of leadership and management, and the quality of provision and pupil achievement. School governance is an influential factor on attainment, and needs to work closely with the school but also be able to hold them to account.

- Where governance was good to outstanding, its sustained strategic management made a significant impact on school improvement and holding school to account for tackling weaknesses and rapidly improving outcomes for pupils. As a result of greater involvement and understanding of performance governors are in a better position to hold the schools to account and taking an active part in helping the school to improve further through increasing involvement in setting priorities for improvement.

- The role of governors is critical. For all schools there is a need to emphasise satisfactory is not good enough – this can only be changed with the support of the governing body.

- The governing bodies are engaged, well supported, have a very honest relationship and open discussions (tell where good, where not and where standards to improve). Governors are "most effective when they are fully involved in the school's self-evaluation and use the knowledge gained to challenge the school, understand its strengths and weaknesses and contribute to shaping its strategic direction."(Ofsted 2011)

- The engagement of governors is impacting on Key Stage 2 performance of Primary Schools. Impact on pupil performance has been notable in schools which have entered into shared governance arrangements with other schools under a formal federated arrangement, although this is attributable to a number of factors including better operational leadership. The governing bodies – supported school leaders and provided challenge.

- Providing governors with more digestible data and information (tailored to their needs) would allow governors to better understand how the performance of their school compares with other similar schools. It is important for Governors to understand that their role is to challenge. One of the reasons that the

Government has given for schools moving to Academies is that there is evidence that Academy Governors are more challenging, but there is no reason why all school Governors should not challenge.  There is a need to raise expectations.

## Factors contributing to success – Agencies, outside partners

**CAMHS – Child and Adolescent Mental Health Service**
- There is a reported increasing high level of need for CAMHS support for pupils in primary school.

- Schools reported difficulties accessing services, with provision limited and waiting times to access services being 'extraordinarily long'. There is a concern that there are children and families who would benefit from CAMHS support but are unable to access it until a crisis arises.

- In responding to referrals to CAMHS schools commented that it would be useful for CAMHS to detail why or why a pupil doesn't meet the criteria, and to make suggestions for alternative provision.

- There was a desperate need for counsellors as excellence clusters no longer support interventions such as time to talk, although regarded as successful.

- Schools praised the work of CAMHS once it has been accessed, and interventions such as the 'Solihull course'[11] were regarded as successful, however some parents were reluctant to participate in this.

- An outreach project for vulnerable children would be invaluable, as this would give schools access to a trained children and family counsellor and ideal if intervention of some kind could happen before a crisis.

**Social Services**
- The schools have significant levels of need for support, and the number of cases and threshold levels for intervention are rising, with interventions often only accessed at crisis point.  Schools are expected to provide early intervention, this is a challenge for some schools more than others, and there is a concern that issues are moving along the chain. It was also acknowledged that the crisis point for a school is lower, before learning is impacted on and that as there is not enough capacity in Social services, cases were still active in school, although no direct social services involvement. For one school there was such a high level of need having an impact, that through pooled resources they employed a 'Pupil and parent support worker' to work directly for them (social worker).

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[11] The Solihull Approach is designed to be used as a brief intervention for those working with children young people and their families, offering a psychodynamic/psychotherapeutic and behavioural approach for professionals working with children and families who are affected by behavioural and emotional difficulties.

- Concern that due to high levels of need and rising thresholds there can be a difficulty accessing support for some pupils who do not meet high level criteria and yet need support, for example "*need Mid tier support for pupil who with some support could enhance childs life chances but cannot access support – for these pupils no one else can do it so school does.*"

- The large number of child protection issues can significantly impact on resources and Headteachers time unless other systems are in place to support and manage this, such as for one school sharing responsibility in school for child protection meetings, (LAC, Child protection and PEP), or employing additional staff to support this.

- Schools tend to generate CAF and therefore pick up lead role, responsibility and administrative workload. Health could be more on board.

- There was a concern that the process to access support can take too long, after assessment can be a significant period of time before support is in place as need to find right person or a referral has to be made – needs to be quicker turn around to access support.

- The Schools reported that a particular difficulty was the rate of change of social workers. Once accessed support was thought of as very good, but that there were very high caseloads and high turnover of staff. Some Social workers were regarded as excellent, however there needed to be more consistency in standards of service from different social workers. There was a concern that as Social services are hugely overworked they are not always able to give as much time to the children and families as they need.

- There were comments from schools relating to the lack of action to referrals of what schools saw as serious concern. Schools and Social services have a different understanding of thresholds and the threshold where there is a significant impact is often lower within the school context.

- The possible idea of basing social workers out in schools was viewed favourably as would help with accessibility to social workers and that to be able to recruit or have allocated a shared social worker and nurse at school would support areas in deprived situations.

**Speech and Language Therapy (SALT)**
- The schools all have very low levels at intake and speech and language development are significant issues. Speech and language are crucial in learning to read and write, and raising speech and language skills is a priority. The consensus of opinion is that children are coming into school with ever decreasing skills and there is not the specialist support available for them and that there is a need for more SALT support at schools.

- There is limited support from NHS, due in part to the bigger issue of capacity and availability of speech and language therapists generally. Schools have responded to find solutions and build readiness for learning of their pupils, by

staff developing their own skills and for example bringing in additional SALT support.

- Early identification of need for support and development of speech and language skills is key before reception class.

## Reported barriers to success

- Difficult to recruit high quality teachers and substantive leadership as so many issues in community.
- Society in area of high deprivation - families in 3$^{rd}$ or 4$^{th}$ generation of poverty, parents have poor literacy and poor numeracy and many not working
- Lack of awareness and culture of low aspirations of what world can offer and low expectations – need to broaden experiences and aspirations and improve confidence of parents and pupils. Convince can achieve.
- Attitudes to learning, difficult to motivate, fostering excitement, putting learning into context
- High number of child protection issues which impact on child and learning
- High levels of Mobility can be difficult to manage, level of casual admittances
- Lack of trust
- Attendance
- Speech and language difficulties, tackling low level of entry
- Making enough progress as intake level is so very low
- Often things outside control of school are challenges

# 5    The School Effect

5.1    Evidence suggests that family characteristics and home environment of children who experience deprivation has a strong and persistent effect on life chances through influence on opportunities for learning. Schools are important for deprived pupils outcomes, although effectiveness can vary considerably between them, with some being more effective than others and the school attended makes a significant contribution to explaining differences between pupils attainment and progress, attitudes and behaviour. (Mortimore et al 1988, cited DCSF 2009). The difference in effectiveness has significant implications for future education and employment opportunities. (Sammons et al 1997, cited DCSF 2009).

## 5.2    Spheres of influence

The emphasis is on keeping schools focused on learning, in a distracting environment whether through building programmes, academy status and issues re preventative services. Schools need to focus on what they are good at, there are things that schools can do or influence but they can't solve the social situation. There are three ways in which schools work

1. What schools can do – functions within their gift – such as leadership and management
2. Things that school can influence – which are partially in their gift  e.g. parents and the wider community
3. Factors outside their gift to do anything about e.g. housing, poverty – they can respond to government policy but can't change bigger things

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**<u>A Think Piece on the Everyday Reality for Schools</u>**

For schools where all the 'partially influence' and 'no influence' are socially neutral i.e. all the factors are appropriately high or low - low mobility, high parental engagement, low deprivation, low involvement with wider support agencies, high support for health and well being, then actually the ability for a school to be good or outstanding should be a given with its high ability to focus on its core purpose almost solely.

Equally however, schools where these are socially neutral factors and the school does not perform above satisfactory one must consider that the school is underperforming?

Where a school has a social imbalance in the factors it can only partially or not at all influence then the factors it can influence have to 'compensate' still further for that disadvantage. In schools such as this satisfactory performance in the three areas outlined would in all likelihood achieve an inadequate judgement on the school overall as outcomes for pupils are likely to be poor. Only good and better in all three areas will ensure that some of the social disadvantage these children receive can be offset by the school.

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## 5.3    School Analysis

From the work of the committee it is clear that although there is a clear link between deprivation and lower educational outcomes, there is much that can be done to ensure its impact is minimised and pupils with deprived backgrounds are not disadvantaged and their attainment and progress are supported. Some schools in Kent despite higher than average levels of FSM and considerable pressures have met or exceeded the threshold floor target for Pupils at KS2.

What these schools have done is important.

How have these schools achieved this?  What are the key challenges? What are the key factors enabling schools to mitigate the effects of deprivation?

To build a comprehensive picture of the success factors and issues facing these schools an analysis to consider the factors by interrogating data and Ofsted reports for schools who despite having a high proportion of pupils eligible for FSM have made significant improvements or are above floor was conducted as a starting point. This was supplemented by school visits.[12] The visits comprised of meetings with the Headteacher, Senior Leaders, Key Stage 2 teachers and Governors of the schools.

All of the visit schools had very high FSM or higher than average proportion of pupils known to be eligible for free school meals (FSM), some with three times the national average, high numbers of pupils with SEN and/or disabilities, in areas of deprivation and for some significantly high mobility of pupils (high numbers of pupils joining and leaving other than at the beginning and end of a key stage), low levels at intake and low parental aspirations.

Information was also gathered from literature and visits to schools that had high levels of FSM, with low attainment identifying common issues and also factors that were having positive impacts due to recent changes in the schools.

Information interrogated was themed under sub headings according to issues identified as problematic or key factors to success for each school. The key issues were then further analysed to look at commonalities. A summary of the key findings is given below and this is followed by more detailed discussion of the key factors.

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[12] It should be noted that it was not possible to visit all schools selected due to conflicting timing with new structural arrangements, Ofsted inspection or Kent Challenge focus for some of the schools. In total 7 supplementary school visits were conducted. For reliability schools have been selected where there is a two year trend of improvement.

## 5.4    Important school based factors for success

On analysis of the data, literature and visit insights the following features emerge:

## 5.4.1 Special educational needs (SEN) and/or disabilities

The proportion of pupils with SEN and/or disabilities is much higher than found nationally (well above the national average). These pupils have a range of needs - the majority have behavioural, social and emotional difficulties, moderate learning and speech and language difficulties.

However from the reports it was identified that this has not inhibited improvement. And pupils with SEN and/or disabilities make similar progress to their peers and their inclusion is "comprehensive, eliminates discrimination and ensures equality of opportunity". Pupils with SEN/disabilities make good progress because of appropriate, well targeted support and guidance they receive.

## 5.4.2 Leadership and Management

School Leadership is highly significant for pupil outcomes in deprived contexts and emerged as an obviously influential factor, which is driving rapid improvement, "the very effective leadership of the Headteacher is securing rapid improvement". Effective Leadership is dependent on the Leader having not only a clear sense of direction but also a clear sense of purpose. Effective Headteachers have a strong set of beliefs underpinned by clear and articulated values. In an effective school it is the shared values that underpin the actions and create a sense of purpose and meaning within the wider workforce.

**First Steps**
These schools have excellent Leadership – but what was their first step to bring about transformation? It is not a simple answer as there are many factors that have contributed to the successful leadership, and circumstances are different for each school and as such leadership and management are discussed in detail below. In essence the Leadership in these schools ensured that the environment for learning was conducive to learning and safe, set clear expectations of standards of teaching, tackling underperformance and raising expectations of both behaviour and expected progress.

Insights from 4 Headteachers on their First Steps:

*"From start set clear expectations "nothing but best" is good enough - Made clear where needed to that standards demonstrated were not good enough … support to be best and improve or go – have one chance to give social and literacy skills for future life skills of child."*

*"First step was raising expectations and expecting all children to make expected progress, by*
- *improving behaviour so children can focus*
- *improving assessment for learning in all lessons ( learning objective)"*

*" When arrived here school environment was very violent (physical and mentally) – succession of excellent Heads and lot of £ invested here, every type of support but no effect. On very high need and challenging estate, lot of families placed here, high unemployment, high single parent families, high level of drugs, domestic violence, high crime levels, fighting on estate, outside school, on school grounds - Extreme violence here, was containment to keep them here and safe. 1st step was to secure site – erected metal fencing, now site is safe environment in which to start … now very different here."*

*"establish where we are, about working smarter as previous inaccuracy of assessment, consistency, moderate levels and clear expectations, used assessment data to point at groups of children to focus on to get to floor as first step – target resources effectively, at what can make difference first, accelerate progress. Put clear system in place – need to be clear where child is at, what level and what to do next to move on"*

These schools have excellent leadership and management, reflected by:

- determination, ambition and **drive for improvement**,
- **high expectations** for pupils and staff, and then of parents
- a clear and **widely shared vision**, focused on pupils personal development, raising standards and removing barriers to learning, and successfully unite staff around the vision
- **Tackling poor performance**: Unrelenting professional standard - challenging and supporting their teachers, holding them accountable and driving improvement in quality of teaching and standards.
- **empowering staff and sharing leadership -** senior leaders "are ambitious, persistent and creative in realising a vision for pupils to overcome disadvantage and to do well as they possibly can" and all staff are motivated to initiate change, and make a good contribution to school improvement.
- Taking staff along - a **team commitment to improve learning** for all pupils and a shared responsibility for the success of pupils across the school. Need commitment from everyone.
- Staff aspirations are high – want pupils to do well, be safe and happy.
- **Creating a "strong team** of hardworking, enthusiastic staff, who are all committed to improving the learning of pupils", and **work effectively together to improve the quality of their teaching.** Important to care for staff, create environment to learn, support.
- a <u>shared passion about improving the future of pupils</u> through providing them with the personal, social, intellectual resources and resilience to succeed.
- a Leadership team that **makes good use of pupil assessment information to set appropriately challenging whole-school targets** which are clearly linked to raising standards. Where there is a "significant improvement focus over last two years, attainment has improved through the school" with "rigorous checks on the quality of teaching and learning to identify any weaknesses and good support, both from senior leaders and through sharing good practice to bring about improvement". In one school where overall attainment improved considerably there was a "notable improvement in science, where attainment is high as a result of a focus on the subject throughout school"

- **Accurate analyses of provision by Leadership team, identifying clear priorities for improvement** founded on accurate performance data. Knowledge about what the school does well and what needs to be done to improve the school through incisive and rigorous self evaluation by senior leaders gives them a very clear and accurate understanding of the strengths and areas where further improvement is needed, informing training needs and strategic improvement plans to set appropriate priorities closely linked to ambitious but achievable targets.
- The **good levels of support, supervision and monitoring of teachers** - staff say they feel **valued and encouraged to develop their skills** and opportunities are provided through professional development to enhance the skills and expertise of all staff, to remove barriers to learning and raise achievement.  It was reported that the "rigorous monitoring of provision is improving the overall quality of teaching" by monitoring work through lesson observations and work sampling. Improvement being supported by staff taking advantage of opportunities for further professional development to improve their skills, with expertise pooled for the benefit of all. This has had a good impact on professional development of staff, who are able to broaden their experience within the federation schools.

Further factors emerged:
- Leadership and teachers need to be resilient. Headteachers and teachers can be outstanding at other schools but are not always transferrable to a school with so many extra pressures.
- Strong commitment of the whole-school community to improve learning. Staff accountable for monitoring and evaluating pupil progress as they move through the school.
- There are high levels of care. Each child is known extremely well and the schools "provide strong pastoral care for families and their children", but their learning and progress is still the priority.
- Success of the Headteacher and Leadership team in creating an environment where pupils enjoy school and want to learn, for example through a creative curriculum, interesting teaching and building an effective partnership with parents.
- Pupils' outstanding progress was linked to the "schools ability to address the profound and often multiple needs of its many vulnerable pupils so skilfully. It instils excellent attitudes which help them to profit fully from good teaching and a well tailored curriculum".

In understanding leadership the committee considered what the majority of researchers looking at leadership in educational contexts agree describe effective Headteachers. They describe effective leadership qualities and behaviours and also include a rather more 'human' look at characteristics. Many of these characteristics are reflected in the findings above. For further information this has been included in the Appendices. Appendix 7: Understanding Leadership.

**Number of High Calibre Head teachers**
The challenge is finding enough high calibre Headteachers with the skill set to know how to improve the quality of teaching and accelerate the rate of learning for Kent. This is a national issue. In Kent 25% of Headteachers will retire in the next few years. It is difficult to recruit Headteachers especially for schools in less advantaged areas as evidenced by the schools in this study.  This is a key strategic issue.

Kent has to grow its own Headteachers through good succession planning, spotting the talent and fast tracking resources to build this up quickly - it is not about a potential Headteacher having years of experience but having the right experience and skill set – this is the medium to long term plan.  The only way in the short term is to spread the use of the best headteachers via more collaboration of headteachers and spreading good practise across schools.  Sometimes a little input for a poor performing school from a good or outstanding headteacher can get quick results.  There is a need for a more strategic approach, with more effective cross school participation and management, knowing more about schools that are bucking the trend and where the effective Headteachers are and using them across Kent.  Equally if a school is not performing, then it is up to the head to turn this around, by accepting help if necessary.

In Kent there are many schools which are "satisfactory" according to Ofsted, these schools are stuck and they will either improve or decline. Being approachable and willing to seek advice and learn from good practice is one of the factors identified by the visit schools. One Headteacher commented that he had read the Ofsted report 'Twenty Outstanding primary Schools' (Ofsted 2009) and had undertaken to visit them to learn from their techniques and adapt these to own school.

There is a need to create a culture in Kent where it is nature to learn from best practise.  With the available research evidence and best practise schools should not be stuck at "satisfactory". Some Headteachers have found it a transforming experience to visit schools in other areas that are doing well and learn from them.

As part of the Kent Challenge, the future Leadership strategy (due April 2012) will focus on the attributes of effective Leadership and help to improve leadership. Details of what this will include are in Appendix 11.

> *"Reflecting a typical view, one parent commented, 'The headteacher has introduced many innovations and additions to the school which have both helped and improved the performance of my children.' (Ofsted report)*

### 5.4.3 Curriculum: Creative, Interesting, Relevant and Responsive

Ellis et all 1996 stated that a broad and challenging curriculum was a key feature in sustaining and promoting educational attainment. As with high quality teaching, evidence shows that pupils from deprived backgrounds may have less access to a good curriculum, and extension activities and that the curriculum can often lack relevance and disengage pupils. (Smith et al 2005, cited in DCSF 2009). This means that pupils from deprived backgrounds may miss out on valuable and inspiring experiences which add breadth and variety to the curriculum – as reported by an Ofsted inspector of pupils in one of the schools "pupils limited experiences hampers their writing".

The experiences that emerged were somewhat different in the study schools. It was evident that pupils had a **high level of engagement and enjoyment** in the curriculum with the balance, breadth and quality of the curriculum, and making it interesting and relevant making a really positive contribution to pupils learning. Engaging pupils through a creative, exciting and rich curriculum was identified as a significant factor in

enhancing pupil progress, with all groups of pupils including those believed to be entitled to FSM doing equally well, "Improvements to the curriculum have had a rapid and positive impact on pupils attainment and progress" and created a greater sense of purpose and awareness and application of basic skills across all subjects. **If children look forward to coming to school they are in a better frame of mind to learn.**

It was identified that the curriculums were not only interesting and relevant but also planned carefully to meet the wide-ranging learning and developmental needs of pupils, and responded promptly and effectively to new priorities identified by senior leaders.

In addition pupil voice also played a part in engaging pupils through the curriculum, dovetailing with 'Building learning power' initiative, giving pupils a greater say in what they learn and proved a very powerful motivational tool, and with the use of many high quality topic based displays helped to ensure pupils become immersed in their learning. Pupil voice not only increases motivation but can have a positive effect on self esteem, confidence and sense of responsibility.

*"Pupils are enthused by their work and are eager to carry on working at home".*

An exciting curriculum and "real enthusiasm and interest seen in many lessons" was linked to good behaviour, and "because of exciting curriculum,  shared sense of purpose and commitment behaviour is good". Children thoroughly enjoy their learning and behave well "because of the good organisation, fun teaching and personalised curriculum". "Standards and achievement have been improving because the quality of teaching and curriculum is good" and "teachers plan interesting activities and explain the purpose of each lesson clearly".

*"Pupils want to learn – what need to do as priority is motivate"*

*"Boys are now more engaged – 'cool' now to come up with good sentence, 'cool to learn'. 1 boy – now eagerly reading cartoon comic.. ' just had to read it, couldn't wait'; allowed to finish as found enthusiasm for reading but now waits until after class."*

*"Curriculum is visual, vibrant and interesting. Pupils engage and want to learn. Visually stimulating, it inspires students – maths and english are embedded in every lesson."*

*"Reading is a priority. No recovery programme. Work on letters and sounds across school – phonics programme with allocated time every day, run as mixed ages, so work at level needed. High quality staff can do this and good support staff."*

*"Since September, 'whole-school' topic approach – more of a team effort, great focus and ability to share ideas, same topic but changed through classes, all now want to be here and learn"*

**Curriculum Enrichment and Extended Services**
Ofsted 2008a reported that "good education outside class can lead to improved outcomes, including better achievement, standards, motivation, personal development and behaviour" (cited DCSF 2009). Research by the DfE 2011 has shown that

extended services "can maintain children in school, help them engage with learning and put them onto productive pathways after school". They can help families deal with crises, encourage better parenting practices, and enable adults to move into learning and employment pathways. This in turn has positive impacts on children, their learning in school and their life chances. **The report, states the success of such activities depends on schools being able to target families and pupils most in need**. The study also urges headteachers to ensure extended services are continually reviewed, with close monitoring of their effect on outcomes such as school attainment and attendance. Similarly research found that

> *"Just 14% of variation in individuals' performance is accounted for by school quality.  Most variation is explained by other factors, underlining the need to look at a range of children's experiences, inside and outside of school, when seeking to raise achievement (Joseph Rowntree Foundation, 2007)*

> *"What happens after the school gates close at 3pm is just as vital as what goes on in the school day.  Children who do after-school activities have more confidence, see the world in different ways, have a stronger sense of identity – and this ultimately translates into doing better in exams and getting a better job. We're particularly concerned poorer children are missing out as a result."( Save the Children, 2010).[13]*

Although on average research shows deprived pupils are more likely to miss out on enrichment opportunities, in these schools there was evidence of good curriculum enrichment. This was evident through the good use of the local area, a range of extra-curricular activities and extended services (including clubs, themed weeks, educational visits and visitors to the school). These make a positive contribution, and support learning well and pupils good social skills, for example through mixing across age groups at 'golden time'[14]. For one school in particular their curriculum enrichment and extended services helped the school assist parents in taking advantage of the opportunities and to develop their own skills that they need to support their child's learning.

> *"Need to provide a fabulous education experience for children"*

The extra curricula learning can have benefits for pupils from disadvantaged backgrounds. Trips gave valuable and inspiring experiences, enhance the curriculum and enables pupils to have cultural and sporting opportunities that extend well beyond the communities where they live. (This is discussed in more detail in the section on Aspirations, page 100). This is further enhanced by good enrichment activities such as practical science, gardening and the outdoor learning environment. As cost can be an inhibiting factor for more deprived households the schools have ensured equality of access, one school incorporating trips and also free music and sporting experiences.

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[13] *see section on Learning Plus team for further research evidence underpinning role of curriculum enrichment and extended services.*
[14] pupils enjoy 'golden time' when classes are mixed across the age groups and they can select from a range of activities, supporting pupils' good social skills.

*"No school trips or journeys are charged for as the learning experience is the key to pupil progress and children should not be disadvantaged through the inability of their parents to pa. Further to this we provide musical and sporting tuition for all children, free of charge, so that they are able to experience a wealth of cultural and sporting activities that will broaden their life experience."*

Illustration in practice:

Add '**Wow factor'. '**WOW then learn'. The school have made an investment in class and experiences for pupils – and provide a 'WOW' factor experience each term, free of charge, for example visit to a castle, residential trip, Bird sanctuary. Pupils go out on trip for wow factor for learning to come next – pupils need experience to base learning on, and has motivated pupils and engaged them in learning. Experiences are related to learning: for example *"there was a need to improve focus on scientific investigation …so led to trip to science museum, wanted to learn about rainforests so went to zoo where there is an Amazon biosphere".*

**Inspire** particular groups: For example white working class boys - Set curriculum so they want to come.
Am: In the morning – English and Maths
Pm: broad and balanced curriculum CITV – 'Connect Into Their Values'  to bring education into their everyday. In particular to inspire boys have held taster days – drama, film, glass painting ….try to connect with what's important to them.

**Displays**: class and in foyer: Keep fresh, invigorate, change every 6 weeks.  Foyer set to show example of what is in school – inviting, fun, tidy, well presented, adds Wow factor for visitors, parents and pupils. E.g. Focus on books – Author JK Rowling – every class helps decorate the foyer…a whomping willow, the car, the pots, the mirror with something from the story.

One attraction for becoming academies is the control Schools will have over the curriculum – however as evidenced here you can make the curriculum what you want it to be – there is no prescription on how you teach or organise, there is only prescription on what is taught and learned.

(Extended services and the role of the Learning plus team are discussed in Section 9 of the report.)

### 5.4.4 Teaching and learning

**Quality of teaching**
The quality of teaching is critical in supporting all pupils outcomes, and although there is no evidence that pedagogy (teaching methods) needs to be different for deprived pupils compared to others to be successful, evidence does suggest that deprived pupils generally receive a poorer quality of teaching (DCSF 2009, Sammons et al 2008). This is not the case for these schools.

On analysis of the Ofsted reports and visit data the majority of teaching in these schools was identified as good to outstanding. There was a clear focus and

commitment to improve standards and quality of teaching, and a drive and eagerness "to ensure all teaching is good to outstanding" and anything but the best is not good enough. As one Head said …"good' is absolute minimum".

*"Before there was little learning going on"*

*".. focus is now on attainment; with good pastoral care, and safety – previously teaching and learning got lost , now a priority."*

It was reported that successful support from leaders has led to an increased proportion of good quality teaching, and that "teaching is good and improving because of appropriate challenge, professional development and support provided for teachers" and some is outstanding "because lessons are well planned and resourced, and there is good behaviour management and high expectations" and is "a very cohesive and supportive place to work and learn".

*"Vibrant inspirational teaching – willingness to seek advice, ideas and share with colleagues. A team".*

*"Very fragile – have to have eye on the ball both on school and teachers (is tough here). Important to look after staff – small things tea and coffee, Friday doughnuts, if need to talk about safeguarding issues or support own well being."*

*"Teaching here is hard physically and coping with complex child protection cases - Sending 'crack troops into battle over and over leads to battle fatigue'. Not everyone can teach or teach here. Need resilience."*

The Support, Supervision and Monitoring of teachers is key and the commitment of these schools to improve standards and quality of teaching, led to positive results - how was this achieved? The key insights from schools on the following page illustrate the approaches taken.

*"Culture is very much 'not done unto' – teachers want to improve and learn, work as team in school."*

Critical self evaluation and pupil voice are important. It was commented that critical self evaluation for teachers is not taught well enough, and one of the biggest challenges is ways to develop this quality. Additionally if you are going to work with "student voice" then you need to do it seriously.  If a school is brave enough to invite pupils to give feedback then they should respond quickly to make the learning more positive and use pupil feedback to adapt teaching.   If a school adopts a more neurological approach it will have more insights and more obvious reasons to invest time.  The most advanced schools look at ways to use the latest brain science.  It is not just about assessment but also about the way that learners learn.

Key insights from schools:

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**Support, Supervision and monitoring through …**

- **Team work** – whole school approach, shared teaching experiences of what is outstanding

- **Monitoring programme** of work for all staff - setting out clearly what is to be looked at, what looking for and when. Monitoring done in developmental way.

- **Monitoring standard** through:
  - Planned lesson observations – 6 times a year/teacher to look at planning and at work.
  - work sampling
  - walkabout/informal drop in into classes and around school
  - Pupil progress meetings - every 6 weeks. For one school: Subject leads attend terms 1, 3, 5. Head attends term 2, 4 and 6), and therefore hope to flag issues and address before head needs to intervene.
  - Clear feedback to teachers on strengths and areas that need improvement/enhancing
  - Drop ins and follow up sessions

- If lessons inadequate – significant level of support put in place; for example: mentor; talk through planning; demonstration lesson; view other teachers, coaching monitoring sessions (mentor linked by ear piece to teacher – may prompt/guide during class, as extra pair of eyes for classroom scanning).

- Use and maximise **teachers strengths in particular subjects to support and model** for others.– so some better at literacy, some maths, some more creative. Use skills/strengths to support and cover where needed – if need **modelling** know which member of staff can help model this, is instant.

- Head **in class every day - close eye so any issue** re behaviour or teaching is picked up quickly

- **Support and coaching** to raise standards to good and push for excellent. Support for teachers that are satisfactory to improve practice and enhance skills. For example through AST and EDUKent. Important: 1:1 support for teachers who are satisfactory to improve. Provide extra support for teachers during NQT year as normal but also following year, give mentor to give as much/as little support as needed - such as are they managing their TAs ok? Any tricky children? Give advice/suggest approach, talk with colleague who has worked with them.

- **Wellbeing and involvement checks**: curriculum needs to be fun and engaging. **Whole class scanning** to check – who working how, who involved, if practical session what works, where to target next time, method of learning. Teachers scan whole class, Head will do **focused informal 2 minute scan on observations** of say 5 pupils to see level of involvement in activity, and deeper learning. May for example focus on particular group such as pupils with FSM.

- **Well supported teachers**: Wellbeing meetings with Head - but can come anytime. Work- life balance supported but always more to do.

- Sustain through frequent revision of important issues (marking, teaching, learning)

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Key to the good teaching in all of these schools is the strong relationships between adults and pupils, underpinning pupils understanding of what they have to do. This helps motivate pupils to try hard and do their best, within a safe, warm and friendly atmosphere, fostering positive attitudes.

Pupils' attitude to learning emerged as making a significant contribution. In all of the schools teachers manage classes well and it was stated that pupils have good attitudes to learning and participate enthusiastically "because there are high expectations, behaviour management is effective, relationships are good and routines well established", and that "pupils learning and progress are outstanding because of their enthusiasm for learning and keenness to please their teachers and do well". "Pupils are attentive in lessons and enthusiastic about their learning" and "cooperate extremely effectively and apply themselves diligently to the task in hand", and as a result this has enabled pupils to do well from very low starting points.

Pupils outstanding progress was linked to the "schools ability to address the profound and often multiple needs of its many vulnerable pupils so skilfully, instilling excellent attitudes which help them to profit fully from good teaching and a well tailored curriculum".

Insight from Headteacher:

> *"Basic things not being done when came – so went back to basics.* Assessment for learning very important. *Was no real tracking before. Brought in* <u>*data and Tracking.*</u>
>
> *Looked at learning objectives and success criteria – not really in place when came here, so lots of work on this in 1<sup>st</sup> year, focussed on:*
> * *Improved marking.*
> * *Improved differentiation.*
> * *Introduced ability grouping for English, maths, guided reading."*

**Learning and Planning**
From the reports it was identified that planning is rigorous and done with care ensuring that work is closely tailored to what pupils need to learn and their individual learning needs, with lessons planned to take account of different abilities and also their interests. Learning is carefully planned with "interesting tasks" and "activities that are varied and fun, based on a careful assessment of pupils needs" to engage and motivate pupils.

Teaching makes clear what pupils will be learning in lessons with clear learning objectives and targets shared with pupils, and introductions are not too long but are thorough and generally include all pupils in discussion, extended by teachers good questioning skills. Quality of teaching has improved with making clear what was achieved, learning outcomes and using good start and mini plenary throughout.[15]
Insight from School:

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[15] note: plenary about assessing the children's learning and judging where they have got to, whereas the starter about getting their minds working or judging what they have remembered from the previous session. According to OfSTED: it is essential time for making sure that pupils have grasped the objectives and made progress, so that the next lesson can begin on firm foundations

It was identified that most pupils enjoy school and their lessons, particularly enjoying and learning best when they get involved in practical, amusing or problem-solving activities and importantly, "that learning slows when tasks do not interest the pupils well enough or are not challenging enough".

The learning in these schools is active and effective in tackling discrimination and promotes equality of opportunity well. Pupils develop good personal and workplace skills such as the ability of pupils to concentrate well, to work effectively both independently and together as self- motivated learners and their good behaviour, all having a positive effect/impact on learning. Teaching gives pupils opportunities to share and articulate their own thinking and encourages pupils to share ideas by discussing their learning in pairs, for example with a 'talk partner'. It was reported that the positive impact of this shows through in the increased number of hands that go up to answer questions.

The level of differentiation for some classes is extensive. One headteacher commented "have outstanding teachers here but do not expect every lesson to be outstanding. If teacher is full time the amount of planning and differentiation makes this impossible – physically, mentally, sustainably, cannot be outstanding all of the time – but aim for this as much as can".

For instance, for one year 6 class the teacher is teaching …

> " … a year 5, a year 6 and a year 7 curriculum, but larger span than this - not just differentiation of levels in class as actually range from year 6/7 curriculum for some pupils (passed 11 +) to level 2, is separate and different, so huge amount of planning.
>
> Do mixed teaching when appropriate, responsive learning etc. but ability grouping works well. The planning for this particular class is shared as have a teacher job share with clear split of responsibilities between English and Maths, both teach to high standard – have energy to plan, and good cross over. It works. ... also two year 5 pupils in the year 6 class for maths as so extreme and better for them to progress learning…"
>
> "Ensure pupils can access the curriculum so for example with parental consent year 6 pupil with significant SEN rather than teach completely separately in that class better to have for example a year 6 pupil with specific needs in year 4 as curriculum was accessible and tailored to needs without separate intervention, and able to make progress. Better to have sense of achievement and thrive and continue progress of learning and often see positive of happy environment".

**Teaching Assistants**

The use of the 'wider workforce' is an important aspect of school support if used effectively (Ofsted, 2008b, cited DCSF 2009). From the reports it was evident that in these schools the use of Teaching Assistants supported learning well and Teachers used the skills and expertise of support staff well to enhance learning. In the schools they were well deployed and lessons planned carefully with all adults working successfully to include pupils whose circumstances make them vulnerable so that they are fully able to participate in learning and the life of the school and make similar progress to others. "Pupils who struggle with basic literacy and numeracy as well as those who need help to settle in class benefit from good support from teaching assistants which helps them to keep up".

Although reported to the KS2 committee that on the whole TAs largely support the low ability pupils, it was not always the case in these schools. TAs were used individually, utilizing their different skills and targeting this well and to support different ability groups. The Teaching Assistants:

- Move groups around in class so all have adult contact, which ability group with teacher/TA varied
- Worked with different groups of children, enabling the teacher to work where most needed dependent on task
- Were trained so able to support teachers and worked with different groups when class split into ability grouping for English, maths, guided reading.
- were rotated in class, to build independence
- Delivered lesson/learning to a group of children appropriate to their level of learning, may be same or different to what teacher is doing. Planned by Teacher.
- Complemented/reinforced teacher, some 1:1 work, some as class floaters, some concentrating on speaking and listening skills.
- Worked with teacher and are part of team and able to cover lessons planned by teacher when teacher absent
- Support pastorally, Support child so ready to learn -  may take children away from situation in class, build esteem, bring back ready to learn
- Reading recovery programme was effective but high paid person for few pupils and therefore was not sustainable due to cost - now this is done by others trained in classroom.

It was commented by two schools that they very rarely use supply teachers, as children do not know them and so misbehave. It was better to use TAs who know children's ability and manage any behaviour well. For one school the Teaching Assistants also now generally had higher qualifications than before – so can add more in class and also progression routes are open to them.

Additional outside resources were used to support reading in some schools – one school used a Reading teacher to provide intensive support to pupils. Some schools in Kent access support from 'VRH – Volunteer Reading Help'. VRH is a charity that recruits, trains and supports volunteers to work in primary schools and support children to increase confidence and improve reading skills. VRH volunteers ideally work with children for a year and in some cases provide support on transition into secondary school. VRH also provides support to parents through its 'reach out and read' course, however it was acknowledged that this does not always meet those that most need it. The evaluation of the service provided is now more robust and validated

outcomes are expected in the summer 2012, giving insight on the reading levels before support and the progress and impact of support provided.

## 5.4.5 Assessment & tracking: monitoring and intervention improving standards.

Using evidence from assessment to adapt teaching to meet needs of learners is a significant factor and key to address underachievement. In these schools robust assessment and tracking systems have contributed significantly to improving standards, with regular monitoring identifying for example, where teaching and learning could be enhanced to accelerate pupils' progress.

*"Enabled us to be quick to see issues and put in support"*

It was commented by the Headteachers that previously teaching and learning would get lost amongst the challenges outside of school and that children with special needs were sometimes the traditional focus, or pupils with poor behaviour took much of the adult resource.

> *"Special needs are high in this school so much resource historically went into these pupils so made better progress than other pupils. Special needs was traditional focus – but all children entitled to progress."*

> *"All children should progress, not just those below target. Next challenge is moving those achieving Level 3 to Level 5."*

> *"Need to give support where drop in progress –Difficulty has been moving high attainers, so level 3's not transferring to level 5's. Now with individual pupil tracking make sure support goes where needed for all."*

The systems in place and personal targets for improvement set clear expectations and through regular monitoring provide a clear picture of progress for both teachers and all pupils. It was reported that the systems for tracking pupils progress and the information on how well pupils are doing have proved effective in raising expectations, identifying pupils at risk of falling behind and needing extra help, identifying pupils requiring extra challenge and have "enabled teachers to adapt their planning to address any aspects which pupils find difficult" and provide effective support. This has enabled additional support to be targeted well, ensuring interventions are used successfully to support pupils who are or at risk of falling behind, enabling teachers to act quickly and ensure that all pupils make good progress.  As a result, pupils "achieve well from their low starting points", "expectations have been raised" and "more pupils are making good progress in their learning", and accelerated progress. If progress is slowing in any subject teachers enthusiastically embrace initiatives to address the issues.

The use of data and subsequent organisation of pupils into ability groups for one school across Reception and yrs 1-4 as well as training for teachers and TAs, meant that their pupils now have skilled targeted teaching and pupils are making good progress in their learning.

Insight from Headteacher:

 *"Assessment for learning is very important. Was no real tracking before – staff not sure what was expected – knew had to make 2 levels, but not knock on if this was not achieved. So if not made 2 levels of progress need to make 3-4 levels to catch up and accelerate progress. Brought in <u>data and Tracking</u> – now responsibility of Deputy Head. Every 6 weeks every child is talked about and tracked and progress being made, with support targeted from information."*

Insight from School in practice:

*"Based on assessment for learning introduced 'ability grouping' with pupils put into 4 groups for English, Maths and Guided reading – green/amber/red/white.*

- *green is above expected target for year group (so for yr 6 is L5+)*
- *amber is average, achieving (age appropriate) (L4)*
- *red, biggest group, just below average*
- *white, statement or severe learning needs*

*The red group were just underneath, many where only 1- ½ sublevel away from target, so red became focus group so put in support to move to national expectations and into amber, to pull them up as was achievable.*

*Decision that red initially would have three sessions with teacher, others had less teacher time, but all class planned by teacher. Theory being that this group would then quickly move to amber. Used in parallel with close monitoring of other groups. Set clear priorities to target resource, so if in green group and progress slowed could change – but didn't need to. Now look at all groups at 6 weekly progress meetings."*

 *"Important to give accountability to teachers – they are responsible."*

**Praise and Pupil Targets**
One of the factors that emerged was the importance of Teachers telling clearly how well pupils are doing against their targets with constant use of praise to help motivate pupils and build confidence, but also significantly telling pupils how to achieve them and advice on what to do next to improve, and involve pupils in the assessment of their own learning. There was mostly "marking of high quality", which was "consistent" and "provides pupils with useful information about how to improve their work" and "some challenging target setting helping pupils to make the progress that they do".

From the reports and visits the importance of pupil targets and pupils understanding of them was emphasised. It was noted that almost all pupils know what their learning **targets** are, how they link to the curriculum and what they need to do next to improve and that although targets are challenging, pupils are "on course to meet or exceed" them. Although linked in part to strong pupil/staff relationships and an eagerness to learn, pupils understanding of the targets and what they need to do to progress has made a significant contribution to improving standards. "Teachers indicate well what pupils need to do to improve their learning" and pupils "understand clearly what their teachers have told them to do" and "written work is marked regularly … with helpful

pointers on how to improve" and include praise and positive comments. Also move to give children ownership of their learning – so 'what do you think is next step?'

*"Children are encouraged to read feedback and help set targets."*

*"Use of monitoring assessment is day to day in class. Know what to do next. Pupils have sheets which explain level on and how to move to next level. Task focused daily."*

*"Staff use tracking grids - have screens discreetly on in class showing pupils and detail of level at. ... Teaching staff in room know where all are, 'task design' to needs of every learner. Focus resource on where pupils falling behind and those that need to make more progress."*

Illustrations in practice:

### Performance monitoring and targets

**Progress meetings**: held every 6 weeks – discuss every child.
- Are they achieving
- What are the barriers
- What put in place to ensure learning

**Finger tip information:** 'Smile board' red, yellow, green purple. This gives an immediate visual representation of where each pupil is at with Eng, maths, reading. Any teacher can look and check, or through on screen information in class for teacher.

**Maths and English trackers** used by subject leads and class teachers – outlines objectives and when achieved – this moves teacher to teacher. Maths tracker is based on work with numeracy consultant, English tracker steps are designed in house. Teachers use trackers to monitor gaps – use to pull out pupils for guided work. Took about three years to embed – need to monitor and introduce gradually.

**Target cards/trackers** – Need to talk to children about targets, what they need to do to get better and needs to be visual – need to put stepping stones in place. Target cards help pupils understand where they are and where they need to get to next, used in school book or in classroom, with stickers to show have done well. Supported by for example 'ladder of achievement' showing level of achievement, not about top but progress – children being pushed to achieve higher levels and children relishing challenge to reach higher rungs so 'teacher has to 'redo the display'.

*"Had parents in with pupils to show them the class with children. Children showed them the ladder, explaining – I am here, by Christmas I should be here, by end of year I should be here.. but want to be here – kids show parents, parents maybe have poor experience of education so need to change their perception. Ladder of achievement – all look at this – not about who at top but progress, all to move up steps, not matter if at bottom"*

The children become the drivers, engaging parents in their learning, explaining the levels and what they need to do to achieve.

### 5.4.6 Attendance and Behaviour

**Behaviour**
Research shows that poor behaviour is more prevalent in schools with higher proportions of deprived pupils and impacts negatively on learning in the classroom (DCSF 2009), but can be tackled successfully as demonstrated by these schools. In this report good behaviour has already been linked positively with learning, excellent teaching and a creative curriculum, and is therefore an important aspect in raising attainment. It was reported that most pupils understand and follow rules, pupils are polite, sensible and that most say they feel safe at school, however there is a need to model good behaviour to parents and pupils and sometimes "parents need the message that some behaviour is not tolerated." Mental health was reported as a particular issue.

> "Pupils enjoy school because they feel safe ... and that any incidents of inconsiderate behaviour will be dealt with effectively".

> "Behaviour is good overall… In class favourable ratio of adults to pupils … making significant contribution to pupils learning and their enjoyment of school".

The schools set high expectations of behaviour and social standards and "pupils learn to support each other, develop warm relationships" and "older pupils are caring towards younger ones". The schools have clear easily understood behaviour policies and manage behaviour to enable pupils to focus on their learning and also minimise disruption and impact on other pupils of poor behaviour of some. Additionally reported that if deconstruct poor behaviour find is starting earlier, used to be age 6+, now kids 4, 5, 6 yrs with defiance as parents don't instill behaviour strategies so school needs to set boundaries. Enough low level disruption to impact on learning.

> "minimise disruption and maintain learning for majority and help others continue to learn."

The Schools all use systems for rewards and sanctions for behaviour. Often previous policy did not give incentive for good children to be good, and attention was on those not behaving.  Systems used include for example 3 crosses see Headteacher, red and yellow card system, 'golden time', pupils given tokens for good behaviour or achieving targets – (used for rubber/ruler/pencil or bank and collect 100 for £5 book voucher). There are those pupils that struggle (may have emotional reasons, issues at home) so some schools have also introduced report cards and simple targets to help them and for instance for some pupils varying the length of time before golden time, so ½ week as 1 week is pointless exercise and could not achieve, so aim to build in success and extend when able. Respect and consideration for others are promoted.

This has a "marked impact on the way pupils relate to other pupils and adults, making the school a harmonious community" and is reflected in the "wide range of rewards which help to promote the school's positive ethos, culture and good behaviour". For one school "pupils have appreciated split playtimes which have reduced upsets in the playground" and for another "behaviour has improved significantly in the last few years" and made a really positive impact on learning. The schools also promote a level of responsibility of pupils for themselves.

School Insights – policy/ethos:

> Head talked class to class to set expectations and standards – *"expect three things - work hard, behave, care for each other".*

> *"If pupil has no uniform – are sent to change or uniform is found- if no black shoes must have next day… the little things matter, set the basis that there are expectations to meet – if let these go , everything else soon follows. In school used to send a 'runner ahead', – now can go into any class on visits without notice, confident will be running well, behaviour good."*

> *"… Seclusion room for intervention and time out when absolutely necessary, positive encouragement first, and talk through other role models. Evening and weekend detention – fully supported and committed to by staff. Teach social skills … teach how to handle emotions and how to live in society, how going to put in boundaries and parameters to help them through school."*

School Insights in practice – impact:

> *"Behaviour improved throughout school … before some pupils in the school were very challenging drawing all adult resource when there was an issue, there was a need for support to know how to deal with situations of extreme behaviour, minimise impact. Now whole – school approach with clear expectations".*

> *"Reviewed policy. Prizes for behaviour were over the top. 10 minutes earned a raffle ticket or sweets – now expect good behaviour. Develop pride and self-esteem. Behaviour would take teacher out of class, leaving children with no teaching while they tried to manage one pupil or bring them to the Head."*

> *"There was enough low level disruption to impact on learning"*

As one headteacher said ….

> *"Supposed to wait a few days as new head to change things – but challenged behaviour here on 1st day. Here to set standards and pull school up.  Before behaviour policy was very complicated - if do x this happens if do y this happens, if do z this happens or maybe this – pages long.  Simplified, now unless fight or swear same things happen. Now use system based on dots which lead to loss of 'golden time' (sad and happy clouds in reception ), now can also earn these back – as if you have lost all golden time for week by Tues where is the incentive to be good for rest of week."*

> *"1 rule in school – we are respectful."*

More School insights:

*"… have invested in behaviour support specialist teacher, who works with 15 pupils. KCC services would come in, go and write report – need skills on site. Important minority not affect majority – for these pupils use time out cards, then back to class."*

*"Behaviour policy works: also use rewards. Organised 3 trips based on stamps collected for good behaviour - gold, silver and bronze trips depending on behaviour, and no trip for those that did not behave well enough."*

*"Teaching was 'safe' and needed stretching and to give the opportunity for children to explore and for independent learning to move forward – Had been 'safe' teaching as fear that things would 'kick off' in class and escalate otherwise ."*

Schools reported that if engaging curriculum and teaching with pupils actively involved in lessons then behaviour is generally good and pupils want to come. Clubs and activities also have positive impact. Where a good behaviour policy and support are in place, the key message is minimal disruption to other pupils when bad behaviour does occur.

*"Good days and days from hell – but is how tackle and minimize impact of a few children on others"*

*"Vandalism was constant to start with – broken windows, graffiti almost daily now rarely."*

**Attendance**
Attendance of pupils was identified as a particular challenge and significantly it was stated in the Ofsted reports that tracking shows pupils with persistent absence do not perform as well as or make the impressive progress of others – their chances in the future are compromised by missing so much school. For the majority of these schools attendance is broadly average, and for some has improved sharply or "has risen significantly over last few years and number of pupils classed as persistent absentees has reduced significantly ", although there are "still a small number of families whose children do not come to school regularly, which means they miss out on important learning".

Improvements are attributed to pupils' enthusiasm for school, good systems for chasing up absences and any persistent lateness and steps taken to challenge those who do not attend regularly, liaison with local police, and breakfast and after school clubs and initiatives. These are making a significant positive impact and helping to address the issue. There are however still difficulties, "despite huge gains in engaging with parents and building links with the wider community attendance while improving is still low" and "despite the school's best efforts, attendance remains below average because a small minority of pupils do not attend as often as they should", and "high mobility has an impact on rates of attendance and some parents choose to take their children on extended holidays".

Support is targeted well, for example through close collaboration between the Family Liaison Officer (FLO), Education Welfare Officer (EWO) and school staff to build relationships with families and to improve pupil attendance. Headteachers have been relentless in pushing up attendance with support from EWOs – including for example home visits by Headteacher and member of staff to talk through any issues. However all of the schools said this was an on-going issue and that they had to persevere with parents, constantly encourage and keep on top of. The impact of lack of EWO support for a period is also significant. It is a balance for schools to meet the needs of families, maintain good relationships and keep attendance data high as families cannot afford holidays in school holiday time.

School insights:

> *"is constant nag to keep improving attendance. EWO really useful – parents scared of involvement so can work early on."*

> *Authorise hols as many parents cant afford any other time – but only if attendance 95% and no one in SATs term."*

> *"Use punctuality pup, attendance certificate – pupils want 100% attendance certificate, before visit 2ndry school will often come and register then go to visit."*

Schools aim for 100% attendance. One school reported the issue that EWOs become involved when attendance is 84% or below, however satisfactory attendance is 94% - so the gap between is not looked at except at school level. If increase in attendance of pupil, they are 'discharged', then find attendance drops and referred back. For some families need to keep on top of attendance all the time in order to sustain it, and for one school "although attendance at school is judged as poor –amount of effort to get to this level is high".

It was also commented that for some parents penalty notices for attendance don't work, as the system is not rigorous enough to ensure parents actually understand the need to attend school.

The Attendance and Behaviour Service (ABS) reported that overall there has been a significant increase in the identification of young pupils with challenging behaviour (Key Stage1 and 2) resulting in a very worrying increase in the use of fixed term exclusions and a steady stream of permanent exclusions in these phases.  The ABS discussions with headteacher groups and In Year Fair Access Panels will continue to address referrals and challenge fixed term exclusions.


### 5.4.7 The Early Years

National research and evidence including *The Effective Provision of Pre- School Education (EPPE) Project: Findings from Pre-school to end of Key Stage 1*[16] provides a clear indication of the impact of high quality early years provision on outcomes for

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[16] *The Effective Provision of Pre-School Education (EPPE) project (2004) is the first major European longitudinal study of a national sample of young children's development between the ages of 3 and 7 years.  To investigate the effects of pre-school education, the EPPE team collected a wide range of information on 3,000 children. The study also looks at background characteristics related to parents, the child's home environment and the pre-school settings children attended.*

children, not only on entry to school but through to at least age 11. Bryan 2011 comments that the 'Birth to Three Matters' (2003) document "reminds us that during the crucial years before children start school, they are acquiring the cultural codes of our literacy-dependent society. This includes speaking, listening, reading and writing - babies conveying wants and needs, learning voice and actions have effects, using actions and words to justify choices, and as vocabulary increases making sense of the world through bargaining, negotiating, questioning, describing and labelling" (David. Goouch, Powell and Abbotts, 2003).The need for rich experiences in the early years is incontestable.

Low levels of literacy and numeracy skills can prevent pupils from succeeding or accessing other areas of the curriculum and have a knock on effect through a child's schooling (DCSF 2009). Despite many initiatives to target families directly to improve chances of children from deprived backgrounds and significant investment in early years education to boost quality, availability and take up of pre school places many children from deprived backgrounds start compulsory schooling with unsatisfactory attainment.

For all of the schools most pupils join with levels, skills and knowledge which are very low and well below those expected for their age, particularly in speech and language, (including early reading and phonics) literacy and numeracy, compared with those typical of children of their age, and a large proportion have learning difficulties or disabilities. A small minority of pupils are working within the levels expected for their age when they start. From the reports it was identified that the good start made by many children in the Early Years Foundation Stage at school helps to provide them with learning skills that enable them to continue to achieve well in relation to their low starting point, with most pupils making good progress.

*"Challenge is to raise baseline then build on this"*

What has made the difference in EYFS at school and helped children make a good start to their education?

- High expectations of children's progress and good targets for pupils
- High standards of behaviour and respect and safety
- Knowing all pupils well, building good relationships
- Providing a calm yet stimulating environment for children to make good progress especially in social and linguistic development
- Good leadership ensuring children's needs are identified quickly, enabling well-targeted support from an early start.
- Observations and assessment used well to track children's progress and to plan and provide a good balance of stimulating activities that match children's needs well and enabling well - focused teaching.
- Good relationships and clear routines. The reports stated that these enabled "children to gain confidence, behave well and be enthusiastic about joining in with speaking and listening activities" and "well-established routines helped children to settle quickly" when they join school.
- A strong focus on personal, social and language development and basic literacy skills
- A good use of a creative range of activities to stimulate children's interests; use ICT well to support learning and helpful guidance in displays around the classroom.

- Additional adults in Reception due to level at intake.
- For one school in particular the good support of induction arrangements were highlighted and included opportunities for children and their parents and carers to visit the school as well as individual home visits conducted by staff before the start of term.

There is a significant Early Years (EY) factor in the level of readiness for learning that children enter school with. The less prepared for learning at the end of the reception stage the more interventions the school has to run to narrow and indeed close the gaps children already have at five years old. There is also a cultural issue – a few years ago parents were expected to take responsibility for preparing a child for school. The committee heard that now there is a 'feeling from some parents that they have a baby and hand them over to institutions, and devolve responsibility'. Schools are "on the back foot, if a child is not able to carry out basic functions such as going to the toilet, using a knife and fork or getting dressed. A lot of children arrive in school not knowing which way up to hold a book."

School insights:

> *"On intake there are massive speech and language problems. Use additional staff to support in Reception. New reception this year very low level, physical skills poor, no strength in fingers – cant grip peg, do buttons etc so can't hold pencil."*

> *"Often have to teach basic skills – using knife and fork, no running, provide breakfast for some when they arrive having not eaten."*

> *"Few pupils access good quality Early years provision. Parents can't afford child care provision. Many do not access local children's centre – even free services – as do not engage with services. With regards to access to support parents are less worried about if it is free, more about can't meet adult. Build rapport at school and then may agree to get support."*

> *"Year R and 1 are split into three classes of 20 each. Gives focused learning early on. School can not afford this throughout school, so year 2 class of 30."*

Where there are nurseries attached to the schools this has reportedly made a difference and improved readiness for learning. For one school they can now start at age three, and the expectation is that they will progress to school – there is a whole school ethos, children are invited to wear uniform – gives identity, use facilities within school which integrates and builds familiarity and confidence, and eases transition into school and introduces parents to the school. This has also had an effect on behaviour as pupils are now coming through from school nursery, so know what is expected, embedding learning and ground rules.

It was however reported by one school that Nurseries in their area were in their opinion of poor quality and that where training has been shared between schools and nurseries this has worked well, but for some it is hard to release staff or are resistant.

*"They had taught the wrong phonemes – 'm' not 'mmmmm', writing d wrongly, (with circle and line rather than round, up and down), and pupils assessed incorrectly on transfer documents. The nurseries were really resistant to support – see school as trying to tell them what to do, rather than joint journey … Level coming in to school really not good from nurseries, despite ok OFSTED. For example pupils are happy and secure but don't know colours; bite etc. … School have tried to work in partnership, but nurseries not open to this - not come to training – also difficult as not 1- 2 local nurseries but 12 feeder nurseries."*

It was reported that Primary Schools and Children's Centres do not always work together as well as they could and there are opportunities for them and nurseries, to work together better and work with the community, even though some FLOs have made good links. One school however worked closely with their local preschool so that they knew the children well before start of school and where support was needed from early on. They also worked together so that they taught early writing using the same methods, which had not previously been the case. It was reported by a couple of the schools that many of the children have not used the children's centre and not used by local community. Headteachers reported that in class can "see those pupils who have gone consistently - more ready for learning and joining in. Parental attitudes flow through, so in early years can have some doing 'sounds' well and others very unsettled, not ready to learn".

One school identified that they were using a version of the 'Learning journey that is used in nurseries and extending this in school, to help keep momentum going and identify children's successes in school – and then share this with parents. It is important that children are engaged in learning, that they know can do it, can be fun and something at the end for them, about scaffolding for children and then removing this piece as become more independent.

The involvement of some families in the Children's Centre does not transfer with parents when pupils join school, so 'transition overlap is important'. Extended services are a strength if delivered in the right way and reach the right children – such as holiday clubs, after school clubs. For example a

*"Childrens Centre is now working more closely with school - previously ran provision for 0-5, now this has been extended to 0-7 which is great ... Aim is to use these links to help build and continue progress they have made engaging parents, and work hard with parents to bring into school - started to get activities for parents and pupils together. Next step is to do activities that parents can do and provide club for children at same time, is a longer term plan."*

There is a need improve levels at intake and to look at provision and build on links and alongside children centre. Relationships with pre-schools, children centres and schools need aligning including continuation of preventative services as children move into school.

## 5.4.8 Aspirations

Child and parental aspirations are low. Parents are difficult to engage, apathetic, and can be quite insular with limited outlook, some are transient and therefore a need within these schools to recognise the geographical limitations of pupils, for example one pupil had not visited the beach by Year 4, and some pupils have not even visited the town (20 minutes down the road).

Some parents are 4th generation unemployed. The schools were committed to the children but also wanted to help parents into employment by helping "with basic responsibilities – need to get up, dress appropriately, be on time etc." and talk about economic well being with pupils to drive learning, about benefit changes and to children about why education is important and about aspirations.

> " Now pupils talk about University, want to be a nurse etc. One pupil talking with recent visitor said he wanted to be a zoo keeper, visitor said but a vet would be much better – but pupil was adamant about goal, and knew qualifications needed to get there. Pupils understand have to earn a living, especially important in rise in unemployment."

The Schools are committed to improving outcomes for pupils and try to nurture parents and raise aspirations of children.

> "A year 4 pupil didn't know how to make a sand castle, copied children filling bucket of water but was not sure what to do next so asked staff. No aspiration. No cinema. No theatre. Not a culture of reading. Ethos of 'inevitability' of choices for parents as well as pupils"

> "We want children to have choices in their lives and part of this is attaining good results – fighting a battle of the area having low aspirations and a narrow outlook and experiences"

> "Very closed very insular, kids are 'their own street wise' not beyond – not been to beach or castle ..."

> "To enrich curriculum ... on way to National Gallery in London pupil said "Folkestone wow – not been there is London far from there"."

Support from outside school is minimal and the schools are often 'parenting the parents'. There is a need to raise **aspirations** of children as well as parents and this is being done in part through the more creative curriculums, and for example with curriculum week focus 'get set', talking about experiences things have done or seen and engaging with parents /families.

Insights from parents and pupils on their aspirations are discussed in Sections 6 and 7 of the report.

## 5.4.9 Parental Involvement and Local community:

Evidence states that parental involvement in education has a large and positive effect on pupils outcomes (DCSF 2009) and that generally pupils from deprived backgrounds experience lower levels of parental involvement, and interest in education. As concluded by Desforges and Abouchaar (2003) the challenge is for all schools to raise the level of engagement with parents to that of the very best schools and if achieved will have a notable effect on outcomes (cited in DCSF 2009). Research also shows a significant variation in families who experience deprivation, some with very negative attitudes to involvement but others very positive, and that even were parents want to help, they don't know how and are reluctant to ask school for help – the obstacle for these parents is not motivation but confidence and ability.(Sharp et al 2001).

These schools have worked hard to build relationships with parents and carers, to involve them in the school, in their children's learning and for some their own learning; and encourage the development of citizenship and strengthening a sense of community. For example, one school provides information at the start of term about the work pupils will be doing in different subjects.  Key to success in raising outcomes for pupils is meeting parents and so they know children can and will achieve and improving relationships between school and home and building trust so parents support school.

Comments from Ofsted reports:

> "Senior leaders are relentless and determined in their work to involve parents in the life of the school and supporting their children's learning" and "parents and carers grow in confidence in engaging with the school as successful initiatives draw them into school to share in their children's learning".

> "There is a real sense of the school as an integral and important part of the community. The work of the school locally through a promotion of parenting classes makes a significant contribution to community cohesion".

> "Good procedures to promote community cohesion and works well to engage parents and carers in the community, e.g. by providing a breakfast club to accommodate working parents and a new room for coffee mornings and parent, carer, toddler groups".

In all of the schools pupils make excellent contribution to School community, through formal roles as college councillors and prefects etc but even more importantly in the way they are willing to help and care for each other as valued members of the school community, with for example older pupils integrating younger pupils in play.

Often parents don't want to engage –

> *"Parents see role as getting pupil dressed and delivered to school, and homework done for some. Drop off then don't want to know until 3.30 or later if possible after school club. Have done their job and brought child to school ... Need good links with parents, need to persevere, now improving"*

Or parents can do too much for pupils, and do not always link what school are doing to child's learning –

> *"Parents can be an obstacle to independence – some do too much for pupils, and need to teach independence, skills and responsibility to pupils. So if late or work in late even though mum has gone home to get it are penalised, or not in school bag or something not returned on time … parents do not always understand as work is now there, and hard to let child take responsibility ... so if poor behaviour 'was tired' shouldn't loose 5 minutes golden time. Parents often say "have to do what teacher/head says as boss but I don't agree", not because it helps you learn x, y, z."*

> *"Homework can be difficult as some parents will be ok to support their children, others will do work for child, or can't use the same methods as taught in school or work is too difficult, so set up **Homework club** twice a week. Need to get parents in to Harvest and Christmas activities first."*

> *"… can be difficulties over little things. For example asking parents not to send large 4 bar Kit-Kats to school. Parents may get upset over some things but also when have needed support have come back for advice as have not known where to go/what to do. Can be cross with you/very vocal one day and then absolutely amicable the next."*

> *"The Community was difficult – 1st weeks banned some parents from coming on school property from local estate. No tolerance policy to violence etc. … attitude changed … has had positive effect on community … Once boundaries were in place could then be more supportive, now accessible – some parents were scared of some at the gates so would rush to pick up and go, now will come into school."*

Through impact on community and some of the engagement activities schools can effect some change in key areas outside school and therefore enable schools to function as high quality learning environments. When parents do engage it can really help their child's learning and have a significant benefit. These schools consensually say they have needed to:

- Be supportive, welcoming and build trust
- Have the ability and confidence to have hard and harsh conversations with parents, and also be sensitive
- Be persistent as parents involvement tends to be limited
- Make clear to parents what expectations are.
- Make proper time to sort out issues when they arise in school, rather than quick fix which always comes back, need to pre-empt issues with good communication – as families can be very reactive.
- Be solution focussed
- Having a FLO to work with most vulnerable families
- Approachability – 'around' if need to talk, don't need appointment
- Balance with events is to target at those who most need support and also those who are successful, so have role models and enjoy experience and want to come again.

School insights:

*"Parent literacy is low, so limited modelling for pupils."*

*"Parents do not trust new staff – has to be built, and with each new intake start again. New reception teacher is outstanding – difficult to engage parents – need to build trust, so allow drop off in class so can have informal interaction/rapport with teacher."*

*"Parents evening – would get maybe 3 parents – now virtually all, and same for events. Children have demanded they come. No leadership before so would deal with issues themselves – often violently, vocally, now trust has built up and follow leadership team – when came gates were always looked to secure site, now not locked. Now no turf wars."*

*"Need to give parents a seed change. Need to model social skills to parents aswell as pupils. Very low level of social skills."*

*" Parents are difficult to engage. Long process …now improved- built attendance levels, awareness of expectations and trust, happy to come to school but little support with home learning"*

These Schools in practice engaged parents by:

**Setting expectations and talking about progress**

- **Newsletter weekly** to help set out what expectations are with articles on school for instance, opening with 'what we expect from… community', home learning'.
- **Parent meetings.** All of the schools have worked hard and have increased attendance at parent meetings – need to be persistent until do meet, even if after no show, no phone contact etc through the FLO/PSA and Headteacher doing joint home visits. They are an important step in improving outcomes as meet parents so know child can and will achieve, improve relationship and build trust.

  *"Used as an opportunity to focus on what parents' expectations are for child and schools expectations. Parents – expect child to be able to read, write. School expect child to turn up, dressed in uniform, behave socially responsible, parents to model appropriate behaviour for children. Used to be about 30 % attendance – now 99.9% come - if don't come, rearrange and chase until do meet. Persistent."*

  *"Although now well attended the focus from parents tends to be - is child happy? Are they bullied then work. Need to let parents know about progress and if not making progress, can be difficult but have to build trust and rapport, raise issues sensitively."*

**Building trust and being accessible**

- **A Visible presence** at the gate start and end of day – gives immediate access to any issues parents may have: build up faith and trust.

*"Initially would get calls about issues knew nothing about so - on gate presence - Make sure things are chased up, dealt with there and then. Parents not left to go home and build up anxiety/anger about something. Need to be responsive, thorough."*

**Encouraging and Bringing parents into school** – Parents like to see what children have been doing, so the schools organised things in school.

- **Parent/Class assemblies** (1 per week). So 4 per year per class – focus is fab/praise about kids; fab/praise about teachers. Demonstrate to parents expectations, brings parents into school. Empower parents using children as drivers – 'show them the dream', and the results already – make them part of the vision and dream.
- **Coffee morning** run by parents, 9-10.00: make it comfortable for all parents to come into school.
- **Informal events** like exhibitions of work, sports day etc, not threatening and help parents see staff as 'real' people. Art exhibitions, performances, 'Stay and play' with FLO -targeted at families with EAL and others in early years.
- Hold '**come dine with me'** and ask families in, cook together with staff, join and eat, chat at table. Also shows informally how to cook, and that it can be cheap.
- **Summer school**- gives access to activities, keeps motivated before next school year, helps with transition and long holidays, builds links in relaxed informal way.

**Supporting parents**

- **Toy library:** resources invested in that parents can borrow, aid play, reading, quality time.
- Ran **Dads week** – make best paper plane – prizes were books.
  *"Can't say come to reading workshop as won't come need incentive or working with children on something then children also encourage them to come. While there model behaviour and language."*
- **Book fairs** – with cheaper books 3x a year and **annual book week with parent events**, workshops on reading. Competition to encourage reading at home with prizes.
- **Family learning events** (3 x year). These might take an area of the curriculum (reading, maths, DT) where Parents sit and work with kids, is successful for parents that come.
- **Run courses** around **supporting learning –** for example through workshops on how Maths and English is taught in school and what support parents can give and supported some parents with their learning to do this; **supporting behaviour or fun** such as head massage, use to break down perceptions so parents comfortable to access school /approach staff and even parent lunches followed by workshop.

  *"Want parents to be interested and actively involved in child's learning. Try and get parents on board with some of the methods such as how to help with phonics and reading at home, have workshops. Attendance was low. Need to incorporate with 'sweetener' such as another activity with children or lunch. Lunch then workshop saw 50 + parents (a few escape after lunch, but a first step is to come to school)."*

*"Parents come to phonics workshop and realize how can help."*

Despite successes Schools still have to work hard at engaging parents.

**Parents into class**: every parent invited into class to talk about and set expectation for homework (maths/English)/ home learning (every 6 weeks) at end of day to meet the teacher, for example might set target to ask parents to read for 10 minutes /4 times a week to child.  Not so well attended/not as popular "Just held one - approx. 8 parents attended."

## 5.4.9 Mobility

The majority of the schools looked at had a high level of mobility with consistently more than a third of pupils in year 6 joining after Year three consecutively between 2008-2010, and well above the Kent average[17]. Mobility was specifically identified as a problem for a couple of the schools considered as the percentage of pupils who join or leave the school part-way through their education is very high.  For these schools there is a high mobility of pupils into school, particularly gypsy roma community, with several arriving or returning to Europe at short or no notice, and significant numbers joining and leaving other than at the beginning and end of a key stage.  Pupils arriving often do not reach levels expected for their age.

It was noted that there is good support for pupils who join the school part-way through their primary education, based on a careful assessment of their specific needs, and helps these pupils to settle quickly. "Pupils including those who have just arrived in the country are cared for, guided and supported well, enabling them to gain self esteem and want to come to school."

It was however raised that schools in respect to Department of Education and attainment are not able to raise any circumstances specific to school that impact on attainment, such as casual admittances late in year 6. Mobility can be very disruptive for school and pupils, and casual admittances can be 'chaotic'.

School insights:

> *"School had 76 casual admittances last year.  In Yr6: 7 children arrived as casual admittances, some in March April with low levels of achievement and EAL … 1 came and left before SATS … 5 came in at P levels or below level 1. .. If take out attainment of these 6 pupils attainment would be higher … to 70% L4 E and Maths."*

> *"Parent and child with EAL arrive, did not speak Czech, Roma (languages supported in school), but Hungarian. Date of birth puts child in one particular class. On using passport for identification (as no birth certificates) ..passport dates are different, so different class?"*

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[17] Source. May school census 2008 – 2010. Mobility is calculated using the start date field, any pupil joining after start of year 3 is classed as mobile. For one school true start date information was not available due to amalgamation of school.

*"Targets for next year are difficult as don't know who is coming – know at least 3 in year 6 to arrive."*

This is difficult to influence in current system unless school is full and other local schools were not (i.e. children living locally choosing schools differently who currently go elsewhere), or reduction in the number of casual admittances by reduction of the PAN (number agreed for primary admissions to school) and therefore spreading the number of admittances and the support needed for these pupils between schools locally, – so school response is look where can influence and provide best targeted support can for all to ensure progress and accelerated progress, but is a particular challenge.

School Insight

*"New pupil not in school, so visited to ask reason why -  "as can't afford packed lunch". What is child eating at home? Must feed them? They live on potatoes … Things outside control of school are challenges. Put in place support that can … provide a lunch while things are sorted out, the child now attends every day."*

## 5.4.10    Pastoral Care, Personal development and well being

Pastoral care is significant as it helps to ensure everything is being done to support pupils and enable pupils to be ready for learning. "The school has developed strong, well-organised pastoral systems and effective partnerships with a wide range of agencies, which make a positive contribution to pupils' good personal development and well-being and help them overcome significant barriers to learning."

*"School has a few individuals at high level of need (emotionally and socially) who need more support - mum is drug addict, no electricity – do they want to learn? No, they are hungry and want to eat. They have no good role models, reluctant to engage. … Support provided for parents for example  through breakfast clubs,  the "incredible years" a multi agency approach programme to engage parents to understand needs of children."*

*"Pastoral set up very strong. SENCO more child protection co-ordinator"*

There is an increasing need to provide support for children and their parents, and a reported increase in mental illness of parents and children. In all of the schools it was identified that

- Pupils are well known as individuals, and that pupils build open and trusting relationships with adults, and FLO, Headteacher, SENCO learning mentor or inclusion assistant work with individual families to build relationships and trust
- Pupils are well looked after, feel exceptionally safe in school, and receive excellent pastoral guidance and support. "Pupils receive outstanding care", "provides pupils with a safe haven in which to learn" and "good care, guidance and support and strong links with parents and carers and external agencies help pupils including new entrants to feel safe, enjoy school and to develop good self esteem."

- Pupils know and trust adults they work with and are confident that there is an adult they can talk to if they are worried and problems will be quickly resolved..
- Schools work to support pupils and families is highly valued 'teachers are very understanding and have persevered with me'. Key to its success is outstanding care, guidance and support provided for its pupils, and increasingly for parents and carers who find it difficult engaging with school.
- There is good support for personal development.  Strong personal, social and health education "provides many opportunities for pupils to improve their personal life skills and self-esteem, whilst also significantly improving behaviour and achievement."
- Provide a happy secure and nurturing environment for children to learn, and promote ethos of respect, reflected in "celebration assembly led by pupils respecting and valuing achievements of other pupils", and "Interest and applause for even the youngest was heartfelt and sincere".
- Pupils come from wide range of cultural backgrounds – all feel welcomed and valued

For all of these schools there are significant challenges and a high level of need for pastoral care. Pastoral care is outstanding in these schools, and although care, guidance and support are significant strengths, there remains a clear focus on learning. A significant factor is how these schools manage these issues and yet maintain this focus on learning.

> *"In Year group audit week – drop in all the time during day, look at emotional well being of children – track across a day for Special Needs – more holistic approach than just one lesson – look to see what 'deal' individual pupil is getting across day."*

They ensure that the pastoral care systems are effective, that vulnerable pupils and their families are provided with individualised support and are successful in supporting the personal development of the pupils and in establishing close partnerships with outside agencies to support pupils' welfare. Liaison and partnership between school and external agencies (such as health and Social services) is good, enabling leaders and families to benefit from advice and support from various sources, and enabling schools to work productively with families and outside agencies to provide good support to vulnerable students.

Any emerging issues for pupils who may have particular emotional or support needs are followed up quickly and rigorously by staff and go "the extra mile to help resolve often significant issues which can have an impact on pupils well being and learning". For one school the opportunity to have a nurse and social worker at School, arose from being part of a Federation of schools, who together employ their own social worker and nurse as a valuable contact for the whole community.

> *"Food provided at school is high quality as several pupils are suffering from malnutrition. Huge cost to school. But need pupils here, well, not hungry so can learn."*

> *"Employ own nurse and social worker. Have school nurse on site, who works with parents and pupils … Nurse may support family in alcohol programme – go take bloods etc, approach about own health or children's health -  Majority of parents have very poor English and numeracy skills  –*

*so help with access to Drs, dentists, benefits. Will come and see nurse/health worker."* (This School had 69% of pupils with active safeguarding issues, although Social Services not involved in all of them).

*"Children have no waterproofs, clothes – so have provided these. Put children into uniform, good shoes, fleeces, tie for next school year at new year ceremony (different colour for new year)– Wash clothes on a daily basis for some – wrap around care for child and family. This can have huge impact on learning."*

*"Pupil not in school – visited to find out reason why? , given as can't afford packed lunch. .. asked What is child eating at home? Must feed them? They live on potatoes. … Things outside control of school are challenges. Put in place support that can ... have provided a lunch while things are sorted out, the child now attends every day and is able to start learning."*

School Insight:

Two schools commented on their "Nurture Groups" run on site. One school established a 'nurture group' in response to the level of poor social and emotional skills and well-being of some children which meant they couldn't or wouldn't' engage in learning, the group has made a huge difference to the social skills, confidence and resilience of pupils.

*'Sparkles' is a nurture group. Set up 2 years ago, supporting a group of 10 children from yr1/2 for 4 sessions a week plus 1 in-class support session. Children usually spend 6-9 months in group. Parental consent sought. Children chosen and then assessed, which gives a baseline of social /emotional issues. Children do same work as that in class but tailored to need with lots of language and social/emotional time/support. Run by 2 HLTAs. Expensive but worth it as children settle.*

*"Children love it, others are jealous!"*

*"Group builds confidence and social skills/resilience so they can then access work in a large group in classroom. Thought of very highly by the children and enjoyed. Sometimes pupils using sparkles can have a friend for lunch – **helps to learn manners, good behaviour, and improve readiness for learning."***

## 5.4.11  Family Liaison Officers (FLO) & Parent Support Advisors (PSA)

The district Family Liaison Officer (FLO) and Parent Support Advisors (PSA) provide an early intervention and prevention service working with families and schools to promote educational engagement and provide early intervention and prevention support, frequently operating as the co-ordination point for a range of services around a child and family. In Kent there are a total of 273 FLOs/PSAs – comprising of 234 FLOs, 16 senior FLOs and 39 District PSAs (as at Nov 11).

The FLO and PSA support is very highly regarded by headteachers, as they 'do an excellent job, building links and relationships with parents', and is highly valued by staff and by parents and needed to work with most vulnerable families. Crucially the FLO/PSA support

> " .. enables head and teachers to remain focused on learning"

And is regarded as

> ".. totally and utterly invaluable – know staff and families and 'how they tick', parents are able to relate to FLO".

> ".. would definitely have FLO full time if had any more money"

The key elements of the FLO PSA role is to

- Promote high quality at home parenting such as promoting conversation between parents and their children.

- Support parents with children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning.

- To provide impartial information or referrals to parents about the school and relevant local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.

- Identify in partnership with parents their needs for parenting support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and others.

At the time of this review there was concern that this service would be a casualty of cutbacks due to education reorganisation within KCC and the funding (from designated Schools Grant) for this service would be delegated and presented significant risk to the capacity of KCC to embed the CAF process and in particular to support children and young families of the closure of Child in Need and potential negative impact on referral and re referral rates to specialist children's services as well as impacting the attainment of children and young people in school. This is now to remain centrally and schools also add a contribution enabling them to have more FLO time in their school.

Schools highlighted the important role of FLOs/PSAs and that this was significant in enabling Headteachers to focus on teaching and learning within the school. FLOs PSAs play a key role in promoting high quality at home parenting such as promoting conversations between parents and their children, supporting children and families as child in need processes are closed, play a key role in Transition points especially primary to secondary and are key to increased engagement with high cost services such as CAMHS appointments, Child protection /child in need meetings, parenting programmes, alternative curriculum ensuring that lack of attendance does not waste valuable resource and that families get the help they need. They are also important as

needed to support families not yet at risk of protection, and are seen as key to achieving a number of Kent priorities and targets. (Further information on the role of Senior FLOs, the daily role of FLOs, and the County Lead are in appendix 8).

> *"there are a lot of mums with ill health at school and the SENCO and FLO acts as a support network for pupils and parents, and have accompanied parents on appointments to hospital as some families have no other support to turn to."*

FLOs and PSAs are key to achieving a number of Kent priorities and targets. They:

- Promote emotional health, health wellbeing and tackle bullying.
- Increase and enhance early intervention services to respond to children's behavioural and emotional difficulties.
- Improve and extend support and engagement of parents and carers of vulnerable children who are experiencing difficulty to promote health, well being and achievement.
- Target joined up support across agencies to parents and carers to promote good parenting.
- Increase parental engagement in school life and take up of family and life long learning programmes.
- Seek and action the views of children, young people and their families to identify service need and inform service planning.
- Develop a coherent engagement and participation strategy to ensure participation by children, young people and their parents/carers is effective to co-ordinate activity and information sharing and to encourage participation from traditionally hard to reach groups.

<div align="right">Source: Briefing to KS2 Select Committee Nov 11.</div>

### 5.4.12 School culture: Atmosphere and environment

School culture overall contributes to improvement. These schools have fostered a positive school culture, based on respect, praise and motivation, in a safe, caring bright and welcoming environment, with a "friendly and welcoming atmosphere". Pupils say they are valued, proud of their school, feel safe and, because they enjoy school, are keen to learn. The schools promote positive attitudes to learning and high expectations, and there are high levels of enjoyment reflected by pupils enthusiasm and willingness to engage in learning. It is apparent in the physical setting and also modelled by staff in their interactions.

> *"investment in school environment (room for groups and parents, surrounding area outside, front area of school) and resources, particularly books, new tables, redecorated classes. Children involved - children design and painted toilets… Girls (rainbows and Mermaids), Boys (Planes, astronauts), Reception (Castles and Dragons)"*

> *"painted the school pale yellow instead of grey – bright and cheerful"*

*"School an 'oasis' - Very much atmosphere of village school – a real community school ethos, on entry to school have tree on wall --- trunk is 'learning' - what we are here to do despite other things – no apology for this, need to go from here with at least level 4.  All children's handprints are leaves. Culture of togetherness."*

It was reported that

- Research has shown that the less transitions a child has the better, which is why schools from 5 to 16 years work well.   "good transition arrangements for transfer between schools" – Ofsted for school in federation
- Popular breakfast and after school clubs are warm, welcoming and do much to ease the transition between home and school.
- Good transition from Nursery to year R to year 1 is important as if well planned and organised helps children settle quickly into their new routines and ensures that the curriculum is adapted to meet the learning needs of all children.
- Now fed Primary school  into secondary as part of federation, have positive experience into secondary, good transfer is a hidden benefit of Federation

Children have a number of transitions, from early years setting to primary school and from primary to secondary school. There tends to be a good relationship between early years settings and primary schools, although it was reported that there are a lot of children's centres on school sites but in some cases the Headteacher and Manager don't speak so there is no shared expectation or joint ownership,   and a well reported dip in learning during the summer and between primary and secondary school.

How remedy dip in learning faced during breaks?

*"Set holiday diary"*

*"Set reading challenge – give £5 book voucher, 50 completed"*

*"When come back to school talk about experiences – but often this will have focused around back garden, house, immediate area, unlike other children who may have gone to Spain, Egypt etc, so have more opportunity to build experiences and vocabulary."*

*"Need to help support parents with links to secondary schools … of 22 kids – discovered only 8 had applied as have not filled in forms, so helped them to do this as can't do this themselves."*

*"As collaboration in subject areas primary and secondary, teachers see work of pupils, so know them. No need to retest, waste weeks at start of term – can see why equates to level, know position of pupil and trust it."* Federation school.

There is a problem in that often primary pupils have not reached an adequate level when they go to Secondary School, and it is therefore in the interest of Secondary Schools to work with Primary Schools. There is a role for secondary schools to be

involved. The problem is trying to get children to an artificial benchmark, level 4 for their SATs, so there is a risk that they are taught to the minimum standard. The issue is that

> *"… children who limp over the line and get level 4, then from mid May to the beginning of September not a great deal of learning goes on plus the summer holidays, so by the time they get to secondary school ,if they were 4B in May by September they are 3A. ….*
>
> *… There is potential for primary and secondary schools to work together around year 3 which is the start of KS2. 59% of year 2 children are up to 2B+, 41% have a weak level 2 or below. When they go back in September the 59% are not 2B+ they have gone down, it is about secure achievement, rather than accelerated learning. If, by the time you get to year 6 you have level 5 you are in a strong and confident position."*

### 5.4.14      Recruitment and Staff Stability

Schools with higher proportions of FSM pupils typically experience greater staff turnover (DCSF 2009). These schools have had high staff mobility and difficulties with retaining and recruiting staff. One headteacher commented

> *"School has had succession of excellent Heads and lot of £ invested here, every type of support but no effect…. No head 18 months, no deputy head 14 months, no reasonable governors. No learning".*
>
> *"In January 2011, 4 classes were covered by long term supply staff owing to difficulties in recruitment. Two classes had 4 teachers during 2010 -2011"*

Schools have worked hard to achieve more stability in staffing, including effective professional development. There are difficulties for recruiting to these schools and in attracting high quality applications or are only just newly qualified. Structural solutions through Federation of schools (vertical and horizontal) have enabled schools to overcome this and to recruit high calibre staff as part of team culture in particularly challenging circumstances. Once the leadership was made secure through the appointment of executive Headteacher (for example previous consultant Headteacher) these schools were now attractive to staff as were

> *" part of a Federation and have started on a journey of making progress and new staff coming in said that school doesn't feel as though in school in special measures"*
>
> *"Rebuilt team – a positive change, a new start – more positive, proactive staff"*

Schools also all had a supportive policy of  "grow our own", developing own staff who have potential, for example Reception TA went on and trained to be high quality Teacher, excellent NQT graduates kept on in school, has enabled schools to develop people who are strong and good teachers, set standards and model outstanding teaching, also

*"some real gems who have flourished where had been depressed by old style. Young teachers come in now very experienced and develop whilst here – exciting to see them develop and learning grow."*

Equally Maternity cover can be difficult to find at the calibre that schools need and supply teaching is not the best option for some of these pupils. Staff need to be resilient, and may be outstanding somewhere else but can not always transfer well to schools with significant challenges, which means "sometimes don't recruit". In addition and importantly if a member of staff is ineffective despite extensive support they need to be replaced –

*"often this can take too long – longer inadequate staff here the more impact they have on a child's poor learning experience".*

### 5.4.15 Pupil Premium

Schools decide how the pupil premium, allocated to schools per FSM pupil, is spent as they are best placed to assess what additional provision is made for the individual pupils within their responsibility. In 2012 pupil premiums will see an increase in funds and extending eligibility to reach more children. The committee were interested in how the pupil premiums had been used to raise attainment of disadvantaged pupils and narrow attainment gaps between pupils from low income families and their peers and also how schools planned to use this for 2012/13.

The pupil premium is used in a variety of ways to support staffing and increase adult input, add enrichment, ensuring that children have the necessary resources to ensure children can receive more support when needed, enhance their learning and provide effective intervention. This has been achieved by for example supporting staffing numbers  by employing additional support in the early years, having an inclusion assistant focusing on speech and language provision, a higher number of Teaching assistants across school to meet pastoral needs as well as support better differentiated learning, adding a wow factor at the beginning of term, free musical and sporting tuition, intervention programmes such as 1-1, Reading Recovery, Better reading partnerships, Numicon groups to ensure that children are able to make accelerated progress to be 'in line' with their peers.

School Insight 1:

*"… use the money to employ an additional teacher in years R and 1 so that we break a cohort of 60 children into three classes of 20 children. This, of course provides these children with a high level of adult input with the smaller class sizes. A second way that we provide additionality through the pupil premium is through providing a 'wow factor' experience at the start of every term, free of charge. No school trips or journeys are charged for as the learning experience is the key to pupil progress and children should not be disadvantaged through the inability of their parents to pay.*

*Further to this we provide musical and sporting tuition for all children, free of charge, so that they are able to experience a wealth of cultural and*

*sporting activities that will broaden their life experience. Targeted one to one support is also provided in years 5 and 6 in Literacy and Maths".*

School Insight 2:

*"Use to subsidise the cost of our Reading Recovery teacher who has proved so effective in identifying those children at risk of already falling behind in Year R / Year 1. These have often been from low income / split families or those with a traveller background, and the intensive support that they then receive from her has enabled most of them to catch up with the rest of the class and reach the national standard for Reading in the end of KS1 tests. Furthermore, as we have been doing this for several years now, we can see that these children continue to make progress in KS2 instead of falling further behind as they used to, often causing behaviour problems as they did and ending up on the SEN Register. .. We would want to continue this successful strategy with any pupil premium money in 2012/13, especially as the Reading Recovery subsidy is due to disappear completely this year."*

School Insight 3:

*"Given the high deprivation area in which the school is situated it has been equally important to ensure that the pastoral needs of the children are well met in addition to provide quality first teaching for good educational outcomes. … used to recruit enough TA's to allow for 2 TA's in each classroom. This ensures that whatever situation may arise there are enough adults to deal with the needs of all pupils. The higher ratio of adults to pupils has also supported learning in the classroom allowing for teachers to plan for good differentiated teaching ensuring children are able to make progress in every lesson."*

*"Over the past few years the school has had a fluctuating role which has resulted in having to have mixed year groups. This has resulted in classes being changed on a yearly basis having a significant impact on class structure and relationships. The pupil premium helped us to go to almost straight year groups (all but one) which will mean that the classes will be able to move up as a class and with their friends. This has also had the added bonus of smaller class sizes giving pupils more 'teacher time.'"*

It was commented that some Schools have a challenge in relation to the pupil premium monies which is coming into schools.  These schools have high FSM, and so have monies from pupil premiums coming in to support them and have clearly demonstrated how they have used them to support FSM pupils. Schools with a declining trend and low FSM will not have the extra money to support them, so they will be on a reduced budget.  This is part of the problem with the student premium, where schools are facing reductions in their budget in other aspects they sometimes think that this money can be used to shore up the budget, this is ok but they need to be able to demonstrate to the parent where the additionallity comes in for the FSM child, as need to show that the individual child is getting the support and that it hasn't just been added to the teaching budget.  Parents could potentially ask what the school is doing with the funding that they are receiving for their child.

It was reported to the committee that many Headteachers are not looking at this funding as being linked to the individual, the intention is that this money should be used to give an advantage to those children who need it. Schools need to see this as 1 to 1 money, therefore there is some work to do here, and there is a concern that the pupil premium will be swallowed up in the school budget as it is not ring fenced, but there is a need to be accountable, and governors monitoring the progress of FSM pupils will be important and that there is a need to produce guidance on the use of FSM money.

## 5.4.16    Size of School

Schools that had a bigger intake of pupils, for example 2 form entry, have a breadth of experience in school to draw upon and still have personal touch and know children well. A larger school can through budget element enable more flexibility of resources in relation to size and therefore give flexibility to use resources and target issues within school and for example investment in rewards and curriculum enrichment. This is also a key benefit of Federation structures.

## 5.4.17    Structural Solutions - A School within a Federation

The benefits of a collegiate model of leadership across a federation (vertical and horizontal) was highlighted, and "served the school exceptionally well" by linking schools within the federation together and providing pupils with a range of facilities, such as science labs, and specialist teaching expertise, they might not otherwise enjoy or have access to. It was reported by Ofsted that the "Federation model of leadership works very well to support school improvement". When the Federation came together – one school went into Special measures, one was in special measures and facing possible closure, and a third school joined, with drive by their Chairman of Governors to do this as about to go into category. All four schools in the federation have seen rapid transformation of learning. This is partly due to team leadership across the Federation and access to a pool of staff.

> " … A child is known throughout the Federation – Although run each school separately there is a joint strategic responsibility for the leadership team, who work very much as a team to support each other and pupils. The success of pupils is a shared responsibility across the school and the federation with expertise pooled for the benefit of all, for example specialist teachers from other federation schools teaching lessons in their areas of specialism, and ability to move staff to cover maternity, illness and less use of supply teachers which can affect learning. This has had a good impact on professional development of staff, who are able to broaden their experience within the federation schools."

> "Culture of staff willing to support across schools"

It was commented that in other models resources are not so readily shared, for example as part of national challenge – schools all wanted to help but no one wanted to give a fantastic maths lead to another school. The Federation share as all are responsible. This model was reported as having been "outstandingly successful in inspiring a strong sense of shared purpose and vision for improvement"; and "effective links with range of external agencies including other schools support the progress and well being of pupils".

Similarly to other schools the Federation work productively with families and outside agencies to provide good support to vulnerable students, however being part of the federation has enabled the school to pool resources and to employ its own social worker and nurse, facilitating close links with Social Services and Health Services. This has supported pupils exceptionally well and enabled the focus in school to be on learning and improving pupil outcomes, it has also supported the wider school community offering support and guidance to parents and carers.

Another benefit highlighted of the Federation was the Leadership Team gives the Headteachers support for tough decisions and talking through issues. It was stated that this can be difficult in very small schools – alone, no support on tough decisions and can't pull in resources. Being part of a bigger team enabled these schools to attract high calibre staff /leaders as not alone, part of a team, and encouraged them to come as wider support with excellent track record to tackle these schools with significant issues.

There is a shortage of high quality leaders nationally and in Kent – Federation is a clear answer for some, no dominant school, Federations need to be managed not just putting schools together, Federate whichever way vertical/horizontal – not same solution for all, but can work, can operate on larger scale but is "not a Tesco's model". The barriers to Federations are generally Headteachers and Chair of governors.

As a strong and unified team these schools tackled staffing (removing inadequate teachers where necessary) and were able to make transformation quickly and tackle issues in more areas. Previously focus "before was to improve literacy – just 1 very small aspect of a school like this particular school, needed to tackle bigger picture".

Good linkage and collaboration is an important aspect. Training is operated across Federation and try and get all staff together when can. Curriculum groups across the schools moderate together so levels are clear, what look like at certain level, and can extend to level above. Subject leaders also work across layers with collaboration in subject areas primary and secondary, with shared teaching, experience of what outstanding is. If issue arises can access immediate support – can draw on resource of Federation for best support, "rather than having to wait for specialists to come in weeks/months away."


### 5.4.18    Governance

'The governing body plays a mainly strategic role and complements and enhances school leadership by providing support and challenge, ensuring that all statutory duties are met, appointing the headteacher and holding them to account for the impact of the school's work on improving outcomes for children' [DFE The 21st century School: Implications and challenges for Governing Bodies].

The recent Ofsted report 'School Governance – Learning from the best' (April 2011) found that there is a relationship between effective governance, the quality of leadership and management, and the quality of provision and pupil achievement.

The evidence from the schools suggests school governance is an influential factor on attainment, and that it needs to work closely with the school but also be able to hold

them to account. The governance in these schools was varied, ranging from satisfactory to outstanding in the reports, but governors were more involved and increasing their understanding of performance. Where governance was good to outstanding, its "sustained strategic management made a significant impact on school improvement", for example "changes to the school curriculum which has resulted in recent rise in standards", and "holding school to account for tackling weaknesses and rapidly improving outcomes for pupils".

As a result of greater involvement and understanding of performance governors are in a better position to hold the schools to account and increasing involvement in setting priorities for improvement and take an active part in helping the school to improve further. The role of governors is critical, but more and more onus on them. There is a "significant drop in the number of governors – one reason is the conditions of being a governor – too much responsibility puts people off". For all schools there is a need to emphasise satisfactory is not good enough – this can only be changed with the support of the governing body.

It was reported that for these schools, the governing bodies are engaged, well supported, that there is a very honest relationship and open discussions (tell where good, where not and where standards to improve), understanding of data and monitoring. For some there was effective challenge, leadership is held to account and great scrutiny, for another they were 'building capacity for challenge – as cant challenge unless understand'. It was commented that it can be difficult to recruit governors, and for one school all governors work so difficult for them to come into school.

In one particular school not doing so well the governors were not fully aware of issues, not focussed on learning, teaching and attainment, difficulties understanding figures. and lack of awareness. On evolvement of the governing body they are now fully aware of school position, proactive in looking for solutions.

**The engagement of governors is impacting on Key Stage 2 performance of Primary Schools.** Impact on pupil performance has been notable in schools which have entered into shared governance arrangements with other schools under a formal federated arrangement, although this is attributable to a number of factors including better operational leadership.

In the study set this would include: one school which is part of a federation of 3 primary phase schools and a secondary school; one school with an interim Executive Board (small select group of skilled governors replacing a poorly performing governing body) in place to provide better challenge and hold the school to account and a second recently federated school, (new Governing body in place) where the Ofsted report in April 2011 praised the overarching governing body for its renewed focus on school improvement across both schools as a result.

Providing governors with more digestible data and information (tailored to their needs) would allow governors to better understand how the performance of their school compares with other similar schools.

Parental engagement as governors does appear to be less attractive to parents in low income families, but this may have a number of causes including confidence, level of literacy and numeracy, availability of child care, transport and a lack of understanding

about or training for the role. If you have had a poor relationship with school as a pupil it follows that becoming a governor at your child's school does not present itself as an attractive opportunity. One school reported that having engaged parents in school and having built trust in a supportive environment this was no longer an issue for them.

**Link between good governance and levels of attainment**
The Ofsted report 'School Governance – Learning from the best' (April 2011) found that 'Governors were most effective when they are fully involved in the school's self-evaluation and use the knowledge gained to challenge the school, understand its strengths and weaknesses and contribute to shaping its strategic direction. In contrast, where governance is weak the involvement of governors in monitoring the quality of provision is not well enough defined or sufficiently rigorous and challenging'

The best governing bodies are good at
- Knowing their school
- Supporting school leaders
- Providing challenge
- Working efficiently
- Engaging others

It is important to have conversations with Governors and important for them to understand that their role is to challenge.  One of the reasons that the Government has given for schools moving to Academies is that there is evidence that Academy Governors are more challenging, but there is no reason why all school Governors should not challenge.  There is a need to raise expectations.


## 5.5    Factors contributing to Success – agencies/outside partners

## 5.5.1 CAMHS (Child and Adolescent Mental Health Service)

It was commented by all of the schools that responded specifically about CAMHS (4) that there is a huge need for CAMHS support but limited provision therefore waiting times to access services are 'extraordinarily long'.

> *"Support from CAMHS has been very hard to access in the past, and when successful the waiting list has been months rather than weeks. Indeed our last contact with them was unsatisfactory as they signed off a disturbed boy against our wishes and those of his family. Not surprisingly his problems continued into secondary school where he has been extremely unsettled. We had far more success with a local scheme called 'Time to Talk', but I fear this may have gone with the cuts!"*

> *"Over the year there are on average 2 or 3 children who need Tier 3 support; these children's needs are often best met with family support as well. There are a minimum of 18 children who need Tier 2 over the course of a year."*

It was reported that it can be difficult to access services from CAMHS as a tier three service, as their response to a referral will often state that a child does not meet their criteria rather than detailing why/why not and that they tend not to make suggestions

for alternative provision and that the process of accessing individual pupil support is quite onerous although once taken on service is good.

It was commented that for a school, with large numbers of pupils who present with emotional and behavioural issues, some of which may well have mental health issues at the root, it is often difficult to unpick whether behavioural issues are as a result of mental health problems or whether other issues such as parenting are the cause. It was highlighted there are children and families who would benefit "hugely from CAMHS support but it is only available it would seem when a crisis arises such as self harming or suicidal thoughts." and that an outreach project for vulnerable children would be invaluable, as this would give schools access to a trained children and family counsellor and ideal if intervention of some kind could happen before a crisis.

> *"Before CAMHS will begin work with a child/family it will be necessary for work to have been undertaken at tier two level; normally through the forum of a CAF.  CAMHS will normally then insist that parents undertake a parenting programme, such as Incredible Years before they undertake full assessments and begin specific work. Overall this process can seem quite onerous in accessing specific help for a child. However, once a child is taken on by CAMHS the level of service is satisfactory and good in some cases."*

> *"We have been told that CAMHS has a 3 year waiting list for Tier 3.  We always used the CAMHS Primary Day when BIP and the Excellence Cluster were in existence which helped to support children needing Tier 3 but accessing CAMHS Tier 3 at any time has been difficult."*

> *" …school do their best but are not qualified to do it and so have less impact – we have children with attachment issues, depression, very low self esteem and mental health issues often related to family circumstances that we can't help as they do not fall under social services remit and are not severe enough for CAMHS."*

> *" On the two occasions have been able to access CAMHS it was extremely successful for those children and families."*

The schools highlighted the success of the 'time to talk' intervention, financed through excellence clusters but that this was no longer supported and that they were now "desperately in need of a counsellor."

School insight 'Time to talk':

> "The 'Time to Talk' counsellor, used SDQs with parents to measure well-being, using the cohort of children seen between September 2010 and February 2011, comprising of 7 children.  Out of the children whose parents engaged with the counsellor and completed the SDQs prior to the start of the 12 week sessions and at the end, 5 children in total, all the children showed improvements -
>
> 2 children improved by 10 points, 1 child improved by 9 points, 2 children improved by 7 points. Significantly 1 child's SDQ results showed a

reduction in her "emotional symptoms" of 3 points and another child reduced her "hyperactivity" by 4 points.

With regards to their National Curriculum progress, all 7 children made progress in reading and writing and 6 children made progress in maths (as shown by their September 2010 scores and March 2011 scores)"

The need for all staff working directly with children, young people and families to have sufficient knowledge, training and support to promote psychological well-being and to identify early indicators of difficulty is stressed by policy and guidance in education, health and social services (e.g. Every Child matters Change for children Programme, National service framework for Children, young people and maternity services and promoting Children's mental Health within early years and school settings.). One school commented that the 'Solihull course'[18] had been good although some parents don't want to come as think they will let themselves down.

## 5.5.2 Social Services

Preventative Services - There are serious issues regarding Preventative Services and good examples of teams around the school. One District Head for example brought together people from agencies to help with wider issues.  The bar has been raised for children to access extended services and schools are expected to provide early intervention, this is a challenge for some schools more than others.

All of these schools have a large number of child protection issues. This can significantly impact on resources and Headteachers time unless other systems are in place to support and manage this, and can be upsetting, such as for one school sharing responsibility in school for child protection meetings (LAC, Child protection and PEP). There is a concern that due to high levels of need and rising thresholds there can be a difficulty to access support for some pupils who do not meet high level criteria and yet need support, for example in one school:

*"1 FLO liaises entirely with Social services, for provision for children with particular needs. Without this impact on heads time would be vast. Intervention threshold in Thanet is high due to level of demand – those needing Mid tier support who with some support could enhance childs life chances cannot access support – for these pupils no one else can do it so school does."*

*"Inclusion Manager who works across 2 schools has large workload, covering SEN, statements, child protection, CAFs, strategy mtgs. Inclusion Manager's time is currently all taken up by linking with Social workers, strategy meetings, CAFs, so has to take time out of doing other things – so is not focused on learning of SEN as doing child protection, strategic meetings etc. Pick up most of work (organisation and involvement in meetings) as other organisations don't. Looking at solution to share responsibility in school"*

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[18] The Solihull Approach is designed to be used as a brief intervention for those working with children young people and their families, offering a psychodynamic/psychotherapeutic and behavioural approach for professionals working with children and families who are affected by behavioural and emotional difficulties.

> *"Services very available when needed, close follow up. Schools tend to generate CAF and pick up lead role. Health are worst and not on board."*

> *"Support from social workers: is not wonderful - Recent restructure of children's preventative services have been restructured and has left a vacuum. Find frustrating as need support for this child or this child – but will take time, or cant find person to support, process takes too long – after assessment can be another 3+ months or need to refer you to X – so the longer it takes before support in place the greater impact it has on potential learning."*

The Schools reported that a particular difficulty was the rate of change of social workers. Schools commented that in their opinion "some are very new to role, have very difficult cases, and lot of workload, some are excellent". Once accessed support was thought of as very good, but that there were very high caseloads and high turnover of staff. One headteacher however commented that although he had a "good relationship with Social Services, there were some excellent practitioners but some not so".

The schools have significant levels of need for support, and as mentioned previously commented that the number of cases and levels for intervention are rising.  In their opinion there was not enough Social service involvement, and that intervention came at crisis and due to workloads, and changing thresholds issues are moving along the chain, and that Social services "are hugely overworked and do not give as much time to the children and families as they need". It was also acknowledged that the crisis point for a school is lower, before learning is impacted on and that as there is not enough capacity in Social services, cases were still active in school, although no direct social services involvement. Of concern were the comments relating to lack of action, stating that "often numerous referrals of severe concern and serious crisis before anyone listens.". For one school there was such a high level of need having an impact, that they through pooled resources employed a 'Pupil and parent support workers' (social worker).

Schools commented that sometimes it is appropriate to involve social services even though this is not always what parents want. One headteacher commented that "Threats are physical. If on own could easily see shut door and survive – but strong team here. Fear is not safety for self but what children will see, parents are indiscriminate."

> *"Child protection is difficult – but also positive; difficult meetings but also positive support. Can see return of children from care for example with house now with bed furnishings which have not had before etc."*

It was also highlighted that CAFs (Common Assessment Framework)– only tend to be raised by schools, as they tended not to be invited to any others as other professionals do not raise any, and therefore as they raise the CAF, the school is the lead professional and pick up duty to arrange TAC, prepare minutes etc.

The committee discussed the possible idea of basing social workers out in schools. Schools felt that this would help with accessibility, but there was a need for communication and to emphasise is about community. The idea of basing social workers out in schools was considered a 'fabulous idea', as social workers would be

easier to get hold of, especially as some schools had highlighted concerns on accessibility of social workers after ringing, phone 3-4 times and have no response, and that to be able to recruit or have allocated a shared social worker and nurse at school would support areas in deprived situations.

### 5.5.3 Speech and language support (SALT)

These schools all have very low levels at intake and speech and language development are significant issues. Speech and language are crucial in learning to read and write, and raising speech and language skills is a priority. The consensus of opinion is that children are coming into school with ever decreasing skills and there is not the specialist support available for them and that there is a need for more SALT support. It was commented that "NHS speech and language therapists visit 3 x a year for worst cases", and although recognised there was a need for more resources and that there is a difficulty to recruit SALT, Schools needed more SALT support. There was a feeling that most NHS SALT support was targeted at preschool and identification.

Schools have highlighted that there is limited support from NHS, due in part to the bigger issue of capacity and availability of speech and language therapists generally, and that Schools have had to respond to this to find solutions and build readiness for learning of their pupils, by staff developing their own skills and for example they have:

- bought in additional support from NHS SALT as additional support for 2 days week as not enough support from NHS (difficulty to recruit and need resources).
- trained Inclusion assistant to do Irlens screening (where black and white text jumps around – so need coloured sheet to look through). Have had to train staff to help with this.
- Cluster joined to pay for Speech and language therapists.

    *"NHS speech and language support is minimal – need more. School paid for support, paid for three year programme 'a chance to talk', now in second year – but too expensive to continue."*

Early identification of need for support and development of speech and language skills is key before reception class.

### 5.5.4 Support Services - Other Support

It was also commented that
- It is difficult to access Education psychologists and other specialised services and that when they do not seem to have the time when they do come in.

- Advice on several special needs for example, autism is difficult to access – do not always have the knowledge or skills to support children with complex needs.

- There are very long waiting lists for paediatrician (12 weeks) and even longer for CAMHS. No counselling available for children even though charities lists are closed.

### 5.5.5 Supporting Other schools

The schools recognised the need to have connections with other schools, sharing practice where possible, and commented that this was often alright to start with but was difficult to maintain, and were – 'too busy to forge links with other schools', working well to meet to share ideas and best practice more on a visit basis than as on-going support. This is important as integral to Kent Challenge is school to school support, and although these schools are positive examples they have on-going pressures and very challenging circumstances.

One headteacher worked to provide support to two headteachers – moderated writing across school together and advised on assessment, also led training with staff at other schools and is part of local group of Headteachers who meet termly informally to discuss pertinent issues, share good practice and concerns.

> *"It is very much up to heads to make links and to find time – all agree inter-school working is essential it is very difficult to find time."*

## 5.6    Factors contributing to low performance

5.6.1   The committee considered Ofsted reports of Schools with higher than average levels of FSM who have remained consistently below floor target over recent years, and followed this up with supplementary school visits. The factors that emerged are based on information from data, literature and visits to sample schools that were below floor target with high proportion of pupils eligible for Free School Meals (FSM). Please note these schools are fluid and recent changes to secure effective leadership are in place and are making changes to bring about improved outcomes for pupils.

These schools have high proportion of pupils eligible for FSM, higher than average levels of pupils with SEN/disabilities, high numbers of child protection issues and very low levels of achievement at intake. Although working in exceptionally challenging circumstances, with one school having very high mobility and changing intake, attainment is considered too low in these schools. It should however be noted that on securing effective leadership, where these schools are now making changes to address these issues they are seeing a positive impact and comments relate prior to these changes, and however some initiatives are too recent to show results. The themes that emerged were:

### 5.6.2 Leadership and Management

Excellent leadership, drive and high expectations is the foundation to seeing improved outcomes, and was not as evident in these schools.

- Focused on emotional needs, educational needs became secondary
- Slow to tackle persistent underachievement and low levels of attendance of pupils and strategies failed to tackle attendance
- Drive for improvement not secure or embedded across school
- Expectations were not high enough
- Communication was big issue – different people had different versions to key questions
- Governors were not aware of issues, not focused on learning and teaching, not rigorous in challenging effectiveness of school and holding school to account.

### 5.6.3 Teaching, Learning and Curriculum

- Difficult to recruit high quality teachers and substantive leadership, Instability in teaching staff, high turnover, lots of supply teachers
- Pupils' progress was inadequate, as not enough good teaching, quality of teaching and learning was too variable due to inconsistent strategies, lack of ambitious tasks, and lack of guidance on how to reach next level.
- Teaching does not always make clear what pupils will be learning in lessons.
- Expectations not always high enough
- Support in lessons is less effective as not sufficiently focused and informed
- Focus on managing behaviour of few,
- enough low level disruption to impact on learning, but praised for handling behaviour overall due to variety of home/domestic circumstances
- Curriculum not always providing enough interest and challenge for all pupils, and affects enjoyment of school.
- Pupils limited experiences and low aspirations
- High mobility of some pupils affecting continuity of learning or arriving KS1-Ks2 with very low levels, and also high FSM, EAL.

The Headteacher should know what needs to be done and should know the capacity of their teachers, and support those that need it. It was commented that some Schools are afraid to use words like capability, which can be a positive process. Through Kent Challenge - when poor performance is identified there are a number of things that can be put in place to help teachers to improve – such as six weeks to achieve set targets, performance would then be reviewed and reset if necessary.  If they are still not performing adequately in two cycles (two terms) then more serious action may be necessary.

> *"Headteachers need to do more than drop into lessons for 10 minutes, they need to be good at carrying out six weekly progress meetings with teachers to discuss data on all of their pupils and challenge them on this."*

It was stated that if a Headteacher is not able to do the job, one issue is that the governors may not be challenging the Headteacher sufficiently on performance and if looking to remove a Headteacher there needs to be evidence of for example weak leadership and management.  Headteachers should hold teachers to account for performance and governors should hold Headteachers to account. Having an external school review gives governing bodies the power to have a view of the school from an external perspective.  They either confirm the issues raised or don't, it gives the opportunity to have an unbiased discussion.

### 5.6.4 Assessment and Tracking

- Previous staff had limited knowledge/understanding of data tracking. Some teachers assess learning carefully and use this information well to plan next stages of learning but this good practice is not consistent across school, so slows pace of learning, not used well enough to inform planning and ensure pupils are suitably challenged, including the more able.
- Quality of marking was inconsistent - did not always make clear to pupils what they needed to do next to improve.
- Resources were not targeted effectively

### 5.6.5 Mobility

High mobility was raised as an issue. Pupils for example arriving in year 6 with very low levels or KS1, KS2 then may disappear for 18 months, then return, and this is not taken into account in results and affected continuity of learning. This can have a negative effect on schools, including using up staff time and resources, unsettling the school community which can affect pupil learning, School performance data can be affected where there is a loss of high achieving pupils and low achieving pupils have not attended school for sufficient time to achieve higher levels of attainment. (Dobson et al, cited by Bryan 2011). Some of the schools have high mobility, high SEN and high EAL, and high numbers of Gypsy, Romany and traveller children.

> *"some pupils have extended periods of travel, … if with school year1 – 6 have good progress – others are in and out of school or come year 4 – arrive in SATs week"*

Mobility according to guidance on managing pupil mobility (DfES 2003) 'should not be used as an excuse for low performance, even though significant rates of pupil mobility can present significant challenges for schools, particularly in relation to resources, staffing and impact on the pupil community, and is not wholly negative… as different countries and cultures add a richness …. Ofsted found a negative relationship between low performing schools and mobility levels of more than 15%, although … difficult to isolate the impact of mobility from other factors such as SEN, EAL and deprivation' (Graham-Matheson, 2011, cited by Bryan 2011).

Dobson et al (2000) considered the implications of high mobility on standards and suggested that

- local authorities should find ways of reducing the levels of mobility in schools with particular issues and where there are large groups of disadvantaged pupils, eg by working with the housing department to locate families to different areas
- Schools with highly mobile populations should have induction procedures and assess pupils on entry and exit, as well as continuously monitoring pupil performance" (Graham-Matheson, 2011; Bryan 2011).

Good induction arrangements in the schools help address issues of mobility, assessing needs and targeting support and resources, effectively supporting pupils who speak EAL (and make similar progress to other pupils), but cannot solve issues of extremely low levels of entry in later key stages.

### 5.6.6 Changes since Secure Leadership

The new leadership of the schools are implementing many of the factors for success already discussed, for example, they are tackling inadequate teaching, have been able to recruit new staff and now have stable staff, learning intentions are clearly expressed, pupils have individual targets and more consistent advice on how to improve, have refocused pupil progress meetings, have high expectations and are using assessment and tracking systems put in place to focus teaching, with spot

checks on pupils who coast or are not achieving at high level or dipping and focus support in class to increase progress.

Making the curriculum more creative by adapting it through the use of themes is having a positive impact, and although there was some good learning improving teaching is resulting in improvements, and tackling behaviour means lessons are less disrupted. They are reviewing learning policy, setting clear expectations of what expect to see, clear planning strategies, regular monitoring and accountability.

> *"children are learning how to move onto next level and that they can do better – child driven. Is starting to show improvements, but is not a quick fix"*

> *"Pupils are focus – keep safe, secure, environment created conducive so that can learn. Now learning is priority – so set up so can achieve that, lovely children, lovely atmosphere and now whole school approach"*

> *"relatively new creative curriculum – inspire and interest to learn"*

> *"strong team culture – enjoy working here "*

### 5.6.7 Key features – other evidence

Some of these features were also reported by Bryan 2011 in an analysis of the factors that contributed to relatively low SATs results at Key Stage 2 in some Kent primary schools, and stated that in 'low achieving' primary schools the common features contributing were

- The level of mobility in the school and the impact due to disruption in terms of continuity of learning
- Low levels of Communication skills on entry to the school
- Teacher expectations were not high enough and there was insufficient challenge
- Pupil's ability to work and learn independently  - there was an over-reliance on teacher input at the expense of independent working , compromising the development of pupil resilience and independence.
- Importance of the curriculum - Sometimes topics did not inspire pupils, and where this happened, the curriculum itself de-motivated pupils
- Attendance was highlighted as an area for attention and it was reported that attendance levels below the national average inhibited pupil progression.
- Additional learning needs are higher than the national average, and these present as a complex mix of behavioural, social and emotional needs as well as, for example, needs met by expert speech and language provision. A key issue that emerged was the sheer volume of policy initiatives, and the capacity of schools to engage effectively with the requirements, such that effective strategies are utilised in the classroom.

Bryan also went on to highlight the findings from the Special Educational Needs and Disability review (DfE, 2010) which suggested that schools needed to focus upon:

- improving the quality of assessment

- ensuring that where additional support is provided, it is effective

- improving teaching and pastoral support early on so that additional provision is not needed later

- ensuring that schools do not identify pupils as having special educational needs when they simply need better teaching

- ensuring that accountability for those providing services focuses on the outcomes for the children and young people concerned.

# 6 Parents Insights on Schools and Aspirations

## Key Findings

- Overall the responses were very positive indicating that parents feel that they have a good relationship with the school and are happy with their child's experience at the school.

- The FLO team was highlighted in the comments as being of particular help.

- The comments made by parents were very positive and supported the importance of several factors in improving outcomes for pupils such as enjoyment at school, good information about pupil progress and how parents can help support this at home, good teaching delivering good progress, supporting children to prepare for the future and reach their potential, approachability, excellent pastoral care that is highly thought of and a clear focus on learning and the future.

- Pupils love of learning, enjoyment and engagement at school came across strongly, and the amount children had learned and progressed.

- The majority of parents wanted their child to be happy and enjoy their lives, and almost half of parents chose further education as one of the most important things that they wanted for their children's future.

- Drugs and falling in with the 'wrong crowd' were highlighted by parents as the main potential barriers to their children achieving what they want for them in the future.

- Not all parents included comments about how their children may achieve their goals, but those that did highlighted the need for their children to work hard and their role in providing support.

# 6     Parent's Insights on School and Aspirations:

Low aspirations of parents and children from deprived backgrounds have a negative influence on children's outcomes. As part of their work the committee considered factors about pupils and parents, including their aspirations for their child/children. A focus group of 16 parents took part in an activity based session. Parents were from a school with a high proportion of pupils eligible for FSM and above floor target. Information was gathered from the focus group through three activities and an icebreaker with balloons, (Appendix 9).

- Activity 1: a parents questionnaire, on what is important for them and their children and what dreams they had for their children
- Activity 2: a wall activity about hopes for their child's future
- Activity 3: My child/children's Future Activity - "My Child's Future" about their aspirations for their child after they leave school together with their thoughts about how they will achieve this and what might stop them

## 6.1    Activity 1: Key Stage 2 Parent Questionnaire Insights

The parent questionnaire was completed by 16 parents who attended the focus group led by the school Family Liaison Officer. The parents were asked to consider what is important for them and their children and what dreams they had for their children. Parents were given 12 statements and were asked to rate how strongly they agreed with the statement (on a scale of strongly agree, agree, disagree, strongly disagree and don't know) and to provide comments to back up their response.

**What the parents said**
Overall the responses were very positive indicating that parents feel that they have a good relationship with the school and are happy with their child's experience at the school.

94% (15 out of 16) of parents said that they strongly agreed with the statement that "I am so happy with my child's experience at this school". This was supported by parents commenting that their child was 'thriving', that they have 'lots of experiences and opportunities' and that their children 'love coming here, enjoy their day and learning'.

75% of parents strongly agreed and 25% agreed that their child was "making progress at this school". The responses show that parent feel that they have a good relationship with the school, with 81% (13 out of 16) of parents strongly agreeing that "I feel confident to approach the school" and the remaining 19% agreeing with the statement. The FLO team was highlighted in the comments as being of particular help.

69% of parents strongly agreed and 31% agreed that when they had approached the school they felt that they had been listened to. The comments were particularly positive about the responses that the parents had received from the school and suggested that some parents did this regularly. The majority of parents agreed that the school supported them to support their child's learning (63%) and informs them about their child's progress (56%), with the remainder strongly agreeing with the statements.

The comments made by parents were very positive and supported the importance of several factors in improving outcomes for pupils such as enjoyment at school, good information about pupil progress and how parents can help support this at home, good teaching delivering good progress, supporting children to prepare for the future and reach their potential, approachability, excellent pastoral care that is highly thought of and a clear focus on learning and the future. Pupils love of learning, enjoyment and engagement at school came across strongly, and the amount children had learned and progressed.  Figure 20 gives a summary of the comments made by parents:

**Figure 20: Summary of comments from parents**

**children enjoy school because ..** *pupils can socialise, join in after school activities, school is friendly, helpful, been brightened up and 'love the learn through play'*

**school keeps my child safe as** *teachers and parents look out for all children, Monitoring in the class and school, staff are on the gates morning and night, the doors are secure, always someone on hand if needed, looks after him generally throughout the day.*

**school informs me about child's progress as** *can always ask how they are doing, receive target letters, have parents evening & newsletters, By letter or phone call home, Certificate in assembly, Regular contact with teachers, Progress letters are sent home at the beginning of every term, can talk to teachers daily if needed.*

**know my child is making progress at this school as** *'has come on so much, you can tell by what she says', Progress reports and targets, knowledge they share about their day/what they have learnt, Can see improvement in their work, parents evenings, good teaching standards, Teachers being informative.*

**teaching is good at school, and I know this because…..** *'as he is doing well reading and giving him more books', My children talk about what they learn and how good it is, Progress is made & learning is fun. My children are above average age with their learning. My son is always engaged in class so learning must be fun. Most of the teachers are all willing to help.*

**school helps me to support my child's learning through:** *Homework and ways to help; Home learning record books, Termly subjects communicated, Any questions have are answered, Initiations into classes.*

**I know the school helps my child to have a healthy lifestyle** *.. by not having crisps and chocolate, ideas for pack lunch. P.E twice a week, healthy tuck shop and plenty of water, Healthy lunch box advice and sporting opportunities, Educating my daughter to eat healthy.*

**school makes sure that my child is well prepared for the future; because…..** *Good education and values, Good learning structure, Good insight to secondary transition, they teach life skills and prepare for life, help to reach their full potential.*

**The school meets my child's particular needs, examples** *My daughter has a physical disability so they help her with physical stuff. My boy has learning difficulties and they do a lot of different things with him to help him improve. We had a sticker chart when he was having behaviour problems. FLO officers are very good and SENCO. They give my child extra tutoring, Enjoys learning, Emotional support is excellent here.*

## 6.2 Activity 2: "What Future Do You Dream For Your Child?" Insights

Statements about hopes for their child's future were placed on sheets on the wall around the room. The parents were given stickers and asked to put them on the statements that they felt were most important. (Appendix 11)

**What the parents said:**
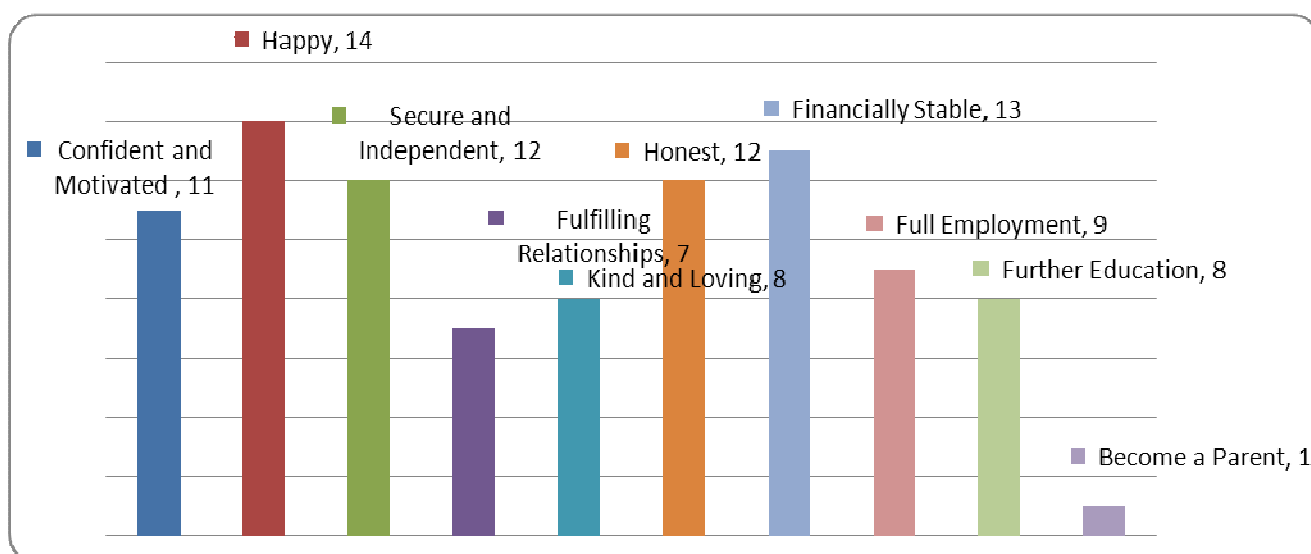


- The majority (87.5%) of parents felt that being happy was one of the most important things that they wanted for their children (14 parents)

- Most parents felt that being financially stable (81%, secure and independent (75%), honest (75%) and confident and motivated (69%) were amongst the most important things that they wanted for their children

- 56% of parents chose further education as one of the most important things that they wanted for their children's future

- Only one parent (6%) felt that being a parent was one of the most important things that they wanted for their children's future

## 6.3    Activity 3: "My Child's Future" Insights

Parents were asked to complete the "My Child's Future" sheet, and offered ideas about their aspirations for their child after they leave school together with their thoughts about how they will achieve this and what might stop them.  12 completed sheets were returned.

**What the parents said:**
- The majority of parents said that they wanted their child to be happy and enjoy their lives
- Eight of the twelve responses said that the parent wanted their child to have a good job and three mentioned getting qualifications after GCSE level
- Drugs and falling in with the 'wrong crowd' were highlighted by parents as the potential main barriers to their children achieving what they want for them in the future
- Not all parents included comments about how their children may achieve their goals, but those that did highlighted the need for their children to work hard and their role in providing support

## 6.4    Activity: Ice Breaker with Balloons" Insights

Parents completed the ice breaker activity with balloons.  They were asked the following questions and asked to respond to the question on the balloon they caught:
- Chose three words that describe your child
- One wish for your child
- Something that you do with your child
- The hardest thing about being a parent
- Is Kent a good place to bring up a child?

**What the parents said:**

| | |
|---|---|
| **Three words that describe your child:**<br>• Polite, kind, loving<br>• Bright, nervous, inquisitive<br>• Cheeky, beautiful, mischievous | **The hardest thing about being a parent:**<br>• You can't punish them<br>• Making the right choice<br>• Try to teach them to be good, but then they are naughty |
| **One wish for your child:**<br>• To be happy and stop whingeing<br>• That they will all get on better<br>• If they do drugs, do it safely | **Is Kent a good place to bring up a child?**<br>• Yes<br>• Yes<br>• Kent is the only place I know |
| **Something that you do with your child:**<br>• Homework<br>• Play games<br>• Listen | |

# 7   Pupil Insights on School and Aspirations

## Key findings

The pupil voice provided schools with a valuable insight. Insights were gathered from members of the Kent Primary School Childrens Council and pupil focus groups.

- Happiness was important to pupils as it affected confidence and learning, making pupils feel they could achieve better things, succeed in school and determined to achieve their goals and dreams.

- Pupils commented that if you are happy in school you are usually more motivated, you listen to the teacher more, are more likely to concentrate, work harder and are more willing to learn.

- Sport made the Kent Primary Schools Children's Council (KPSCC) members most happy. Relationships with animals, family and friends were also more important to the children than material possessions.

- The KPSCC members all had high aspirations for the future, in a wide range of areas – both academic and practical and the children knew what they would need to do to work towards their goal. Overall, the results show that collectively the children are most concerned that lack of money, poor secondary education, exam failure, poor health and/or family issues will prevent them from achieving in the future as well as negativity of others. Only 11% said that nothing would stop them from achieving their goals. Many of the girls were more focused and talked about passing exams and moving onto Higher Education institutions.

-  The words pupils used to describe their schools were very positive, highlighting the: 'kind', 'caring' and 'supportive' environments, the positive attitude to learning and school atmosphere  - that school and learning was 'enjoyable', 'positive', 'outstanding', 'fantastic' and 'educational.'

- Pupils role models were largely influenced and inspired by the celebrity culture. There was a lower percentage of celebrity role models for the schools that had higher attainment. The majority of the qualities listed for focus group 1 include wealth, talent, physical appearance and possessions owned; for focus group 2 the qualities were caring, special, kind and helpful. For these groups the role models chosen often did not match the dreams pupils had for their futures.  For focus group 3, although 50% of the class named a celebrity as their role model, they all related to the future job they wished to have (eg children who named authors plan to be authors in the future).

- Celebrity culture has taken hold of the majority of the children, with nearly a quarter of the children listing their success criteria from attending television auditions or placing videos on the internet;

- The insights highlighted a surprising shift to the celebrity culture and issues concerning the children regarding their future including low self-worth, fear of injury, parental concerns and peer pressure. The schools are planning additional work related to positive role models and self-esteem to address this, building in social and emotional work throughout school and encouraging parents to discuss with pupils and what their dreams were.

# 7    Pupil Insights on School and Aspirations

7.1    Low aspirations of children from deprived backgrounds has a negative influence on children's outcomes and potentially play an important part in explaining why poor children typically do worse at school (Chowdry et al, JRF 2010).

Research suggests that aspirations and expectations vary according to pupils' socioeconomic backgrounds, with pupils from deprived backgrounds being less likely to hold high aspirations for their futures. (Schoon and Parsons,2002). Although children from deprived and non deprived backgrounds are equally likely to believe in the importance of education, those from deprived backgrounds are more likely to feel that they lack the "ability to thrive within the system" (Hirsch, 2007). Evidence from the Longitudinal Study of Young People in England (Strand, 2007) suggested that both parents' and pupils' aspirations (specifically, expectations of staying on in full time education after 16) can explain part of the variation observed in Key Stage results and have a continued influence, and that the size of the effect varied across ethnic groups. Notably, Strand concluded that a large part of the low attainment of White British pupils from low socioeconomic status families could be explained through the particularly low educational aspirations of these pupils and their parents. (cited in DCSF 2009).

The strongest factors predicting children's aspirations have been found to be:
- the value they attach to school
- belief in their own ability
- prior attainment
- mother's aspirations for their child to go to university
- family socioeconomic status.

The insights from pupils about their aspirations are therefore an important factor to consider. This section of the report, details how the voices of children were gathered and the key insights gained from this work. Information was gathered from pupils attending the Kent Primary Schools Children's Council (KPSCC), and from pupil focus groups at some of the visit schools.

## 7.2  Pupil Insights: Kent Primary Schools Children's Council (KPSCC)

As professionals have known for a long time, there is significant evidence that factors outside the classroom have a significant impact on a child or young person's ability to engage with and learn from what is provided in the classroom.

Learning Plus assists schools and partners to identify and deliver local priorities in terms of health, well-being and community development that will contribute to narrowing the achievement gap and improve life chances for children, young people and their families.

> "Developing and supporting all children and young
> people to reach their full potential throughout the
> school day and beyond"

The Learning Plus Advisor for Co-curricular Activities manages the Kent Primary Schools Children's Council (KPSCC) on behalf of the Learning Plus team (formerly Extended Learning).

KPSCC was organised to engage with children in the same way that the Kent Youth County Council (KYCC) engages with young people. The principle aims were to give children a forum for active participation, open discussion, sharing ideas, making decisions and learning about democracy in action. All meetings provide the children the opportunity to hear presentations from keynote speakers and ask open and frank questions as well as experience debating.

It was noted that this was an important way to listen to the voices of pupils, but at the time of this report there were 3 factors affecting the future of the Kent Primary Schools Children's Council - The ELS Restructure; No Kent County Council remit for child participation; and the removal of the Children and Young People's Plan.

**The Kent Primary School County Council Event**
The KPSCC Oct 2011 focused on *"Happiness",* asking pupils what it meant to them. Pupils were asked to complete three activities, (2 prior to the event and one at the event.)

Activity 1: to write a letter to share with Tim Loughton MP (Department for Education)

Activity 2: To hand decorate a picture of "Happiness is …" to form part of a mural,

Activity 3: to decorate and comment on the "My Future" sheet on the day

## 7.2.2 Activity 1: KPSCC Letters to Tim Loughton MP

The Kent Primary Schools Children's Council was given the task to write to Mr. Tim Loughton MP before the event. The children needed to present their thoughts and ideas regarding the overarching theme of "Happiness" on three topics that potentially affect children and young people growing up in Kent:

1. The impact happiness has on the health and well-being of children;

2. The impact happiness has on attainment at school and in exams as well as life-long achievement;

3. Why you think that UNICEF research, from 20 countries around the world found children in the UK to have the lowest levels of happiness and well-being.

These letters were posted into the Kent Primary Schools Children's Council ballot box, when the children were registering for the event and copies posted to Mr. Loughton. For the purposes of this report, only the results from question 2 will be detailed.

This Wordle cloud gives greater prominence to words that appeared more frequently in the children's' responses:



A sample of children's comments:

Happiness …

"Affects your confidence, makes you want to please teacher and parents"
"Can affect learning"
"Makes you feel you can achieve better things"
"Means you can succeed in school"
"Makes me determined to achieve my dream"

If you are happy in school …

"You are usually more motivated",
"You listen to the teacher more" "You work harder"
"More likely to concentrate", "are more willing to learn"

### 7.2.3 Activity 2: KPSCC "Happiness is…" Insights

The final task the Kent Primary Schools Children's Council had to complete before the day was a piece of art work entitled "Happiness is…". The children were encouraged to produce art-work which represented what happiness means to them. On arrival at County Hall, the children were encouraged to create their own gallery at the front of the Chambers. The Kent Primary Schools Children's Council had the opportunity to visit the gallery and look at the pieces produced be their co-members. After the event, the themes displayed were noted and counted. In total, the children represented 31 themes in the 67 pictures produced.

Emerging themes:

1. The themes recorded show that sport makes the Kent Primary Schools Children's Council members most happy with a variety of sports represented;

2. Relationships with animals, family and friends were also more important to the children than material possessions.

### 7.2.3 Activity 3: KPSCC "My Future" Insights

The "My Future" activity was completed by 51 Year 5 pupils on Friday 7th October 2011 at the Kent Primary Schools' Children's Council in Maidstone's County Hall.

The children were asked to consider three things:

1. "When I leave school I want to…"

2. "How will I achieve this?"

3. "What might stop me?"

The activity was designed to encourage children to think about their future and articulate their dreams and aspirations in a visual way.

"My Future" was given to the children at the beginning of the event, as part of the pre-event's activities. The children did not receive any directions from the adults but they were encouraged to share their hopes and dreams with the people sitting near them. After the event, the posters were collected and the results collated.

Overall, the children all had high aspirations for the future, in a wide range of areas – both academic and practical.

The results indicate that:

1. 22% (of the 51 children who took part) in the "My Future" activity see their future in the arts, craft and entertainment industry;

2. Just 1% of the children saw themselves in either catering & hospitality, outdoor work or owning their own business in the future;

3. 100% of the children knew what they would need to do to work towards their goal;

4. Overall, the results show that collectively the children are most concerned that lack of money, poor secondary education, exam failure, poor health and/or

family issues will prevent them from achieving in the future. Only 11% said that nothing would stop them from achieving their goals.

In more detail the responses for "When I leave school I want to…" broken down into gender show:

## Boys' analysis
23 boys completed the "My Future" activity and offered 27 ideas for what they would like to do when they leave school.

1. Nearly half of the boys who took part perceive their future careers to be in engineering, science or sport;

2. The boys did not see themselves being involved in catering, education, training, health, care, media or language roles in the future;

3. How will they achieve this? In terms of achieving their dream in the future, 22 boys used different terms to suggest they know that they would need to work hard during their school/college/university career (with just 1 boy highlighting that they would appear on a television programme in order to reach their goal);

4. What might stop them? The boys listed a variety of reasons for not achieving their goal. 11% wrote that they were concerned that a lack of money would prevent them in the future, with 43% stating that a bad secondary school, not working hard enough or failing exams would be the potential reason.

## Girls' analysis
28 girls completed the "My Future" activity and offered 41 ideas for what they would like to do when they leave school.

1. Nearly one third of the girls who took part, believe that their future lies in arts, craft and entertainment;

2. The girls did not see themselves being involved in hospitality, leisure, travel, the military, outdoor work, transport or managing their own business;

3. How will they achieve this? 99% of the girls stated that they would need to work hard and persevere in order to achieve their dreams. Many of the girls were more focused and talked about passing exams and moving onto Higher Education institutions;

4. What might stop them? 12% of the girls said that nothing would stop them in the pursuit of their ambitions but others listed lack of money, being unhealthy and the negativity of others as the reason why they would not succeed.

## 7.3   Pupil Voice feedback from focus groups

### 7.3.1 The Focus Groups

The Process for collecting evidence from Pupil Voice sessions was:

| Workshop Prepared by Policy, Participation & Learning Plus | → | Three Primary Schools from across Kent identified with high levels of FSM pupils | → | Pupil Voice sessions conducted | → | Feedback given to schools and the KS2 Select Committee | → | Report |
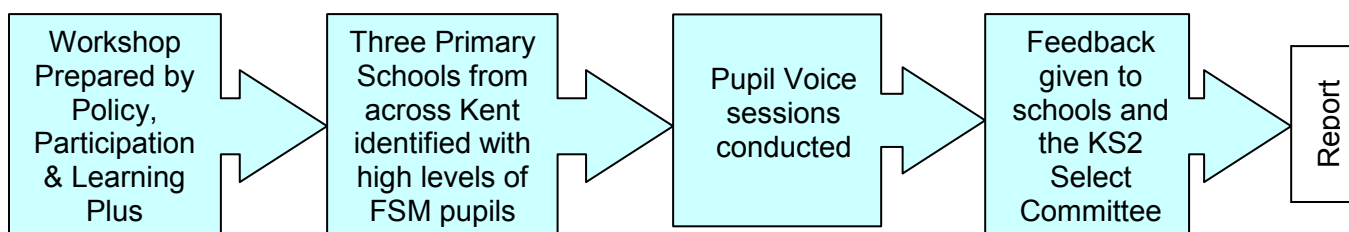
Three Schools were identified for the Pupil Voice sessions. All of the schools had a high proportion of pupils eligible for FSM, two were above floor target and one of the schools was below floor target.

The Process for Pupil Voice Participation session was:

| Children having their say about things that affect them | → | Adults listening to children | → | Making decisions (about the future) together | → | Knowing what happens next |
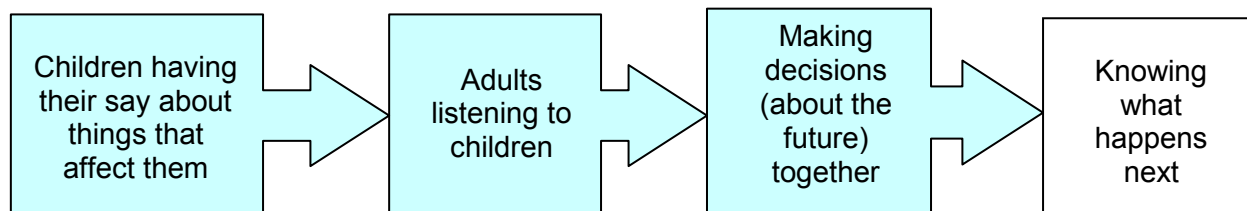
The " My future" workshop Plan was prepared by Learning Plus  and a former participation worker in support of the KS2 committee as a one-off workshop with Year 6 pupils in each school. The focus of the workshop was to tease out information to support the review into KS2 attainment.

In total 65 year 6 pupils took part in the activities focusing childrens views on their

- School
- Role models
- and future

Three activities and an Ice breaker were used.

**Ice Breaker: 'Balloons'** - balloons were released with music. When the music stopped, everyone takes a balloon and then discussed the issue on the tag attached to the balloon.

**Activity 1: 'My school'** - children using a board marker pen wrote as many words to describe their school as they can (thinking about learning, teachers, friends, activities, parents, lunch)in five minutes on the wall paper. The information from this activity is presented by Wordle clouds for each school, giving greater prominence to words that appeared more frequently in the children's' responses.

**Activity 2: 'Role Models'** – following a discussion about role models, the group were asked to visualise their role model in life, whoever it might be and to draw the role model and surround the picture with words describing the qualities that make them so, this was then shared with the group.



Name:
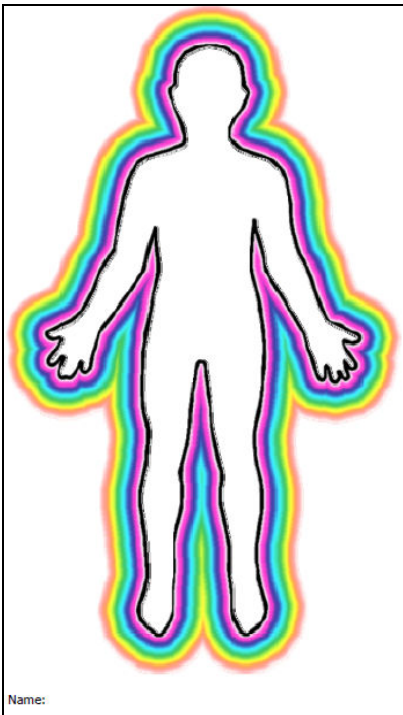
**Activity 3: 'My Future'** - after discussion about aspirations and the aspirations children have for when they leave school, children were asked to look at the 'My Future' sheet and complete it with as much information as possible. This was shared with the group and questions encouraged.

The following evidence highlights the views of the 65 pupils who took part:

### 7.3.2 Activity 1: Pupil Focus Groups - 'My School'

**School 1:** Pupils describe their school as …



**School 2:** Pupils describe their school as …

**School 3:** Powerful learning culture, immersed in creativity and learning, life-long learners. Pupils describe their school as …

## 7.3.3 Activity 2: Pupil Focus Groups – 'Role Models' insights

During the "My Future" session, the children were encouraged to think about their role models and what qualities they display.

<u>The results from the three schools differed vastly:</u>

**School 1:**
- 32 role models were suggested from the 24 children who completed the activity;

- 82% of the role models suggested were celebrities (musicians, actors, sports stars etc);

- The majority of the qualities listed include wealth, talent, physical appearance and possessions owned;

- The majority of these role models did not match the dreams the children had for the future.



| No. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Total | 26 | 1 | 2 | 1 | 2 |
| % | 82% | 3% | 6% | 3% | 6% |
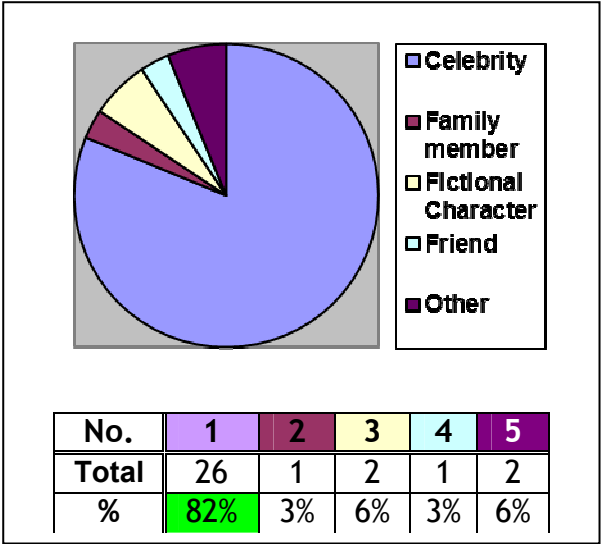
**School 2:**
- 24 role models were suggested by the 19 children who completed the activity;

- 37% named close family members as their main role models;

- Many of the qualities were duplicated throughout this activity (eg caring, special, kind, helpful);

- The majority of these role models did not match the dreams the children had for the future.



| No. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Total | 5 | 9 | 0 | 5 | 5 |
| % | 21% | 37% | 0% | 21% | 21% |
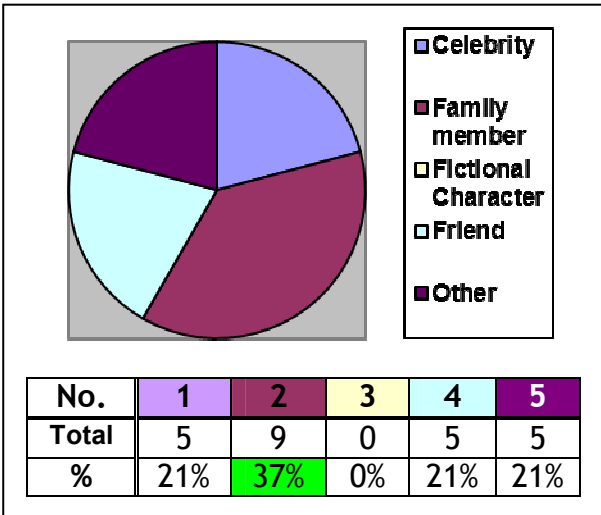
**School 3:**
- The class of 22 children named just one role model each;

- Dads were named as the most significant role model in the family category;

- Although 50% of the class named a celebrity as their role model, they all related to the future job they wished to have (eg children who named authors plan to be authors in the future).



| No. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Total | 11 | 5 | 0 | 5 | 1 |
| % | 50% | 23% | 0% | 23% | 4% |
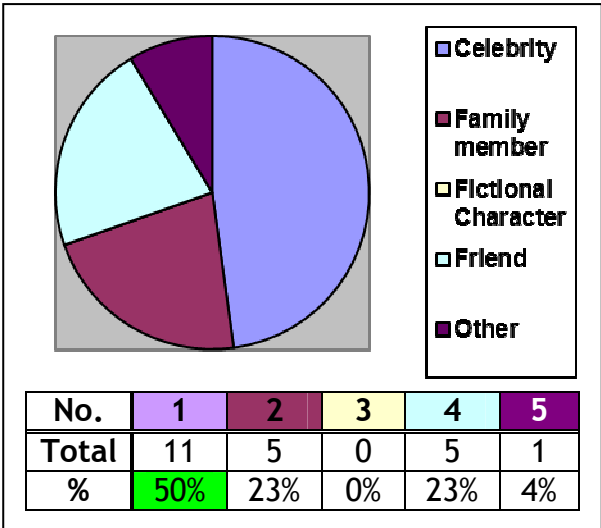
The results indicate that:

- From a total of 78 role models suggested, 54% are most influenced and inspired by various celebrities;
- 43% of the responses relate to people that the children know (eg family, friends, teachers).



| No. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Total | 42 | 15 | 2 | 11 | 8 |
| % | 54% | 19% | 3% | 14% | 10% |
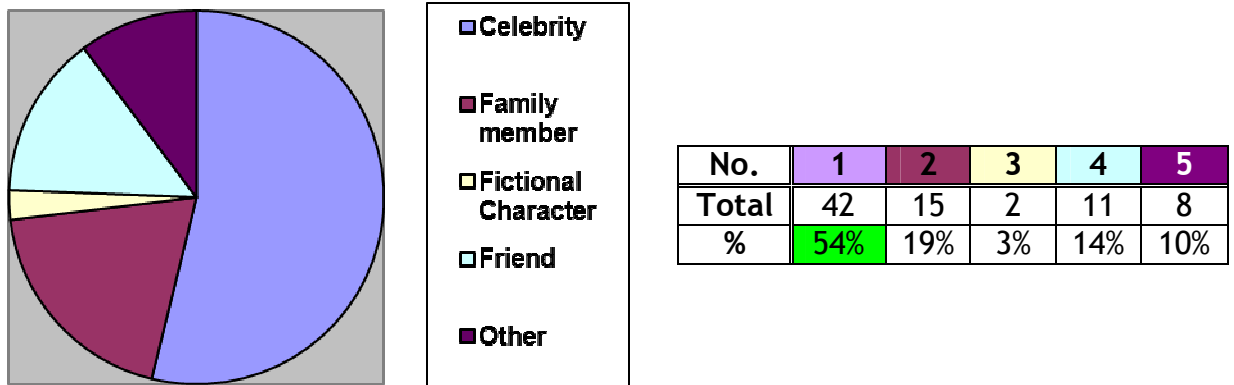
## 7.3.4 The Big Question: Does celebrity culture damage schools?

Beckles, 2008 states that "behaving badly is the byword of some celebrities, and this is damaging for everyone, says one teachers' leader.

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers union expressed the view that some celebrities send the wrong kind of message to children and wider society through their controversial antics. The fact that the public delights in the coverage of their downfall encourages some celebrities to repeat their attention-seeking behaviour and simultaneously reinforces negative messages, she said.

Others feel that topical news stories of celebrities behaving badly bring good opportunities for pupils to engage in discussion of ethical and moral issues which form part of the PSHE curriculum.

Celebrities who are positive role models can be beneficial to children's aspirations, said Dr Bousted. But it can still leave children with a lacklustre attitude to school work as they think celebrity status can be easily attained, she continued.

By contrast. other education commentators believe that news stories of celebrities behaving badly bring opportunities for pupils to discuss ethical and moral issues, which form part of the PSHE curriculum.

Barbara Follett, the culture minister, that children's ambitions are in danger of being thwarted by having no further aspirations than being a Wag - wife or girlfriend of a famous footballer - or winning the X factor. Additionally, an earlier survey of schools by the ATL revealed that over 70% of teachers felt that celebrity culture was having an impact on children's aspirations." (Beckles 2008)

## 7.3.5 Activity 3: Pupil Focus Groups – 'My Future' insights

The children were asked to consider three things:

1. "When I leave school I want to…"

2. "How will I achieve this?"

3. "What might stop me?"

The activity was designed to encourage children to think about their future and articulate their dreams and aspirations in a visual way. The children produced amazing informative pictures with comments. In summary the results for each school showed:

**School 1:** Pie chart to show categories of 'when I leave school I want to ..''
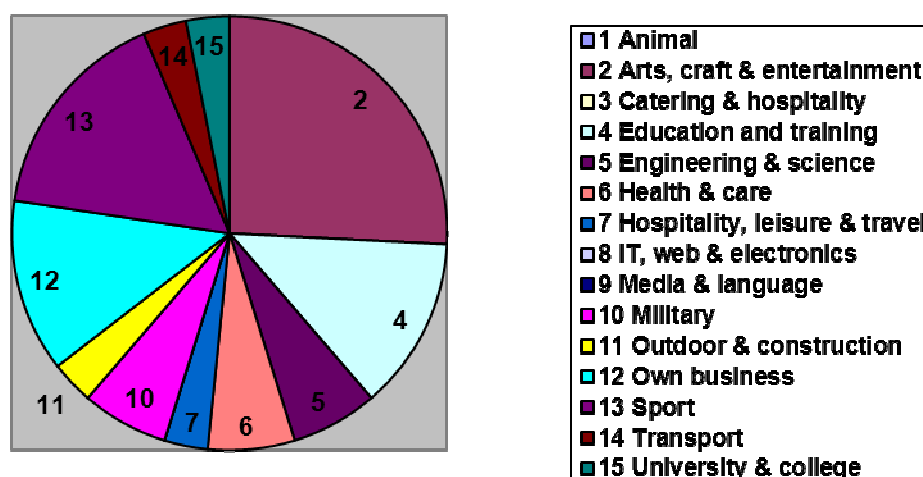


| No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 0 | 8 | 0 | 4 | 2 | 2 | 1 | 0 | 0 | 2 | 1 | 4 | 5 | 1 | 1 |
| % | 0% | 26% | 0% | 14% | 6% | 6% | 3% | 0% | 0% | 6% | 3% | 14% | 16% | 3% | 3% |

Legend:
- 1 Animal
- 2 Arts, craft & entertainment
- 3 Catering & hospitality
- 4 Education and training
- 5 Engineering & science
- 6 Health & care
- 7 Hospitality, leisure & travel
- 8 IT, web & electronics
- 9 Media & language
- 10 Military
- 11 Outdoor & construction
- 12 Own business
- 13 Sport
- 14 Transport
- 15 University & college

- The class of 24 pupils offered 31 ideas for their future;
- 26% saw themselves in the Arts, craft and entertainment industry;
- Many listed anti-social behaviour (fighting, swearing, criminal record etc) as reasons why they might not achieve their dream;
- 58% stated that they would need a good education in order to succeed.

**School 2:** Pie chart to show categories of 'when I leave school I want to ..''
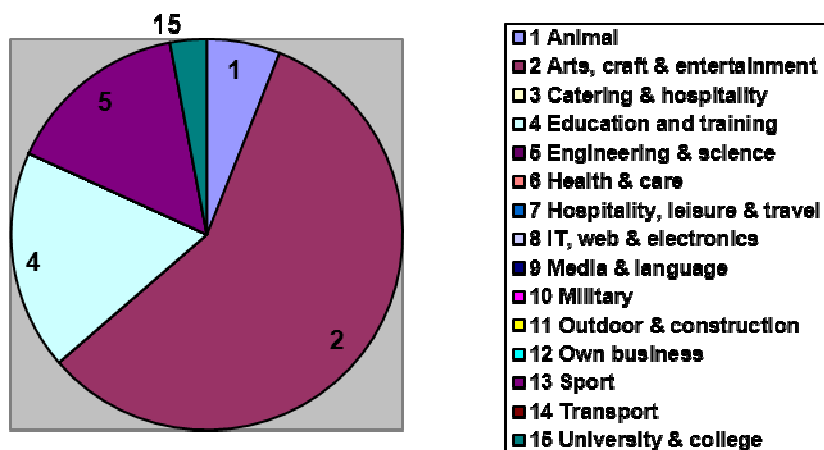


| No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 2 | 19 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 1 |
| % | 6% | 58% | 0% | 18% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 15% | 0% | 3% |

- 33 ideas for the future were suggested by the class of 19 pupils;
- 58% perceive their future to be in the creative arts;
- None of the pupils felt that they would own their own business;
- The majority of the children listed injury and low self confidence as reasons why they would be successful in achieving their dream in the future.

**School 3:** Pie chart to show categories of 'when I leave school I want to ..''
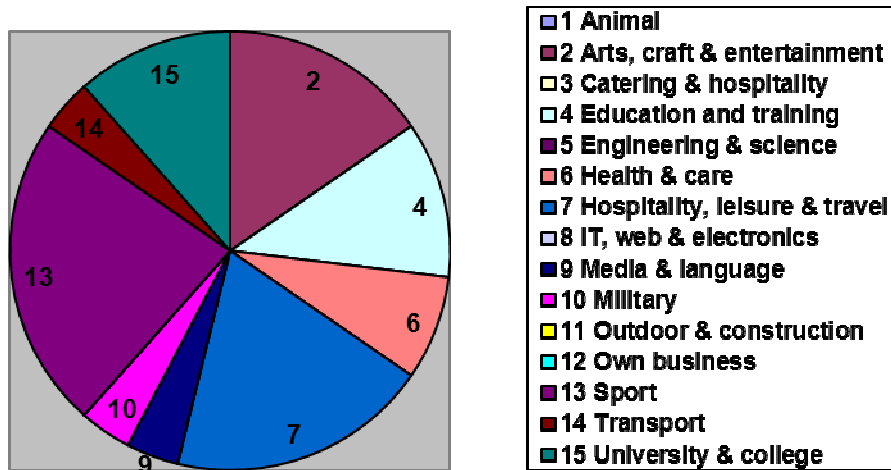


| No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 0 | 4 | 0 | 3 | 0 | 2 | 5 | 0 | 1 | 1 | 0 | 0 | 6 | 1 | 3 |
| % | 0% | 14% | 0% | 12% | 0% | 8% | 19% | 0% | 4% | 4% | 0% | 0% | 23% | 4% | 12% |

- 26 aspirations were suggested by the class of 22 pupils;
- Sport was the most popular choice with 23% of the class wishing to move into that area in the future;
- 21 out of the 22 pupils knew exactly which lessons to work hard in and named specific exams which would be crucial in their striving for success;
- 12% of the class listed attending college or University under the statement "When I leave school I want to…"

<u>The results indicate that:</u>

- 100% of the children had dreams for the future and many said that nothing would stop them in pursuit of their dream;
- Celebrity culture has taken hold of the majority of the children, with nearly a quarter of the children listing their success criteria from attending television auditions or placing videos on the internet;
- Issues concerning the children regarding their future include low self-worth, fear of injury, parental concerns and peer pressure.

**School Responses**
- School 2 was surprised by the shift from family focus to celebrity and that the majority of these role models did not match the dreams the children had for the future. There were some positive celebrity models, by linking to reality and skills such as JK Rowling. It provided a valuable insight and they are now preparing to do more related to positive role models with this group and throughout the school. This school are going to use this workshop further in school to see what else they can do to support role models and aspirations. Also that despite feeling nurtured and supported pupils say they are 'not good enough' and concerned about future, so highlighted something for the school to work on.

- School 3. Although a high celebrity culture, children often related this to jobs they wanted in the future. There were clear routes identified, and language used by the children was more learning orientated. For the dreams for their future they had belief and 100% that nothing would stop them and 'can do' attitude, and pride in environment and appearance. It did also highlight some pupils with low self worth that the school did not expect, parental concerns and peer pressure, so again they are now planning some extra work in school to address this.

The schools appreciated the ability to stand back and see from 'pupil insights', and important knowing where pupils want to be in the future to make learning important. School 2 and 3 are building in social and emotional work throughout school and to encourage parents to discuss with pupils and what their dreams were.


## 7.3.6 Importance of attitudes and behaviour – why it is important

Goodman (2010) stated that the attitudes and behaviour of children plays a part in influencing how well pupils do. Key points raised were:

- The aspirations, attitudes and behaviour of parents and children potentially play an important part in explaining why poor children typically do worse at school;

- Children from poorer backgrounds are much less likely to experience a rich home learning environment than children from better-off backgrounds. At age three, reading to the child and the wider home learning environment are very important for children's educational development;

- The gap between children from richer and poorer backgrounds widens especially quickly during primary school. Some of the factors that appear to explain this are:

    1. parental aspirations for higher education;
    2. how far parents and children believe their own actions can affect their lives; and
    3. children's behavioural problems;

- It becomes harder to reverse patterns of under-achievement by the teenage years, but disadvantage and poor school results continue to be linked, including through:

    1. teenagers' and parents' expectations for higher education;
    2. material resources such as access to a computer and the internet at home;
    3. engagement in anti-social behaviour; and
    4. young people's belief in their own ability at school.

- The research found that cognitive skills are passed from parents to children across the generations. This also helps explain why children from poorer backgrounds underperform in school.

# 8   The Kent response: Kent Challenge - tackling underperformance in schools

## 8.1   The Kent Approach

There is a renewed government focus to tackle underperformance in Schools. Kent County Council is committed to improving educational outcomes for the children and young people of Kent. There is much to celebrate in Kent schools with evidence of outstanding leadership and classroom practice, innovation and dynamism. However, performance in some schools does not meet the high standards expected. There are schools facing specific challenges and part of Kents role is to help them overcome these challenges as well as creating an environment in which high performing schools can improve further. This will challenge all schools and include those who are underperforming with high proportions of pupils eligible for FSM.

Every day that children spend in classrooms where they are not learning properly is another day that they are held back from achieving their full potential. In recent years the Kent approach may have become too insular, and may not have sufficiently welcomed proven improvement strategies from elsewhere. Impressed by the transformation in standards that has been achieved in London as part of the London Challenge approach (and successful transfer of this approach to Manchester and Black Country), in September 2010 a new school improvement model was introduced in Kent, following significant appraisal of the impact of the former Kent model, restructure of resources and renewed focus on Kent's priorities.

The Kent Challenge is designed around 12 districts with clear expectations of school performance and pupil attainment and clear accountability. The plan is to address underachievement in schools and build on Kent's new model to help deliver **a county wide school improvement strategy, embracing all schools**, by shining a spotlight on the reasons for low performance of schools and the underachievement of pupils from disadvantaged backgrounds and communities, mobilising the best resources in Kent and beyond  - to support schools.

Kent is a facilitator for schools to challenge themselves, to lead and help Headteachers to come together to help each other.  Majority schools need help to push up standards to get out of "satisfactory".  Ethos is a move towards helping schools to help each other. The main features of the programme include

- **Intensive support for priority schools**
- **A county – wide leadership strategy** led by school leaders for school leaders
- **A tailored package of support for disadvantaged students**, working in partnership with schools to identify barriers to learning for deprived students in each district and develop bespoke support programmes.
- A **data rich approach to solving local issues and sharing learning**: School improvement will be targeted using data from several sources, analysed to ensure a thorough understanding of challenges faced by schools.  Families of schools data (grouping schools by prior attainment and socio economic factors) allows schools to benchmark themselves against like schools and identify similar schools with whom to learn  and share best practice.
- Promoting **networking as a key tool for school improvement**
- **Local solutions to local issues**

Working in Partnership with all Kent Schools Kent expect to achieve the following aims:

- Improve outcomes for all pupils in Kent schools at a faster rate than is currently occurring
- Ensure that Kent schools perform better than the national average
- Provide support for schools to break the link between disadvantage and low attainment
- Ensure access to high quality learning experiences for all children and young people whilst raising aspirations and expectations for every child
- Maximise achievement for all children and young people
- Establish excellent system leadership between networks of schools, recognising schools autonomy, that allows effective partnerships to be established or built upon enabling the needs of all learners in the district to be tackled quickly and progress to be accelerated.
- Create bespoke programmes tailored to meet local needs using some of the proven approaches to school improvement

It is expected that Kent Challenge will also make a significant contribution to the Governments stated aims to:
- Raise the educational achievement of all children and young people
- Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers with particular focus to Looked After Children

## 8.2    Differentiating the Kent Challenge
A differentiated programme of support, challenge and intervention is currently based on a thorough and on-going analysis of school performance.  Within the overall aims for ensuring improvement in all Kent Schools, there is a Specific Partnership Approach for those schools who meet specific criteria.

- Currently in an Ofsted category
- Meets the DfE criteria for underperformance: below the floor standard of 60% primary or 35% secondary in 2011, and/or below the progress measures for English and/or Maths.
- Below the floor standard for 5 consecutive years
- Below the floor standard for 3 out of the last 5 years
- Due an Ofsted inspection in 2011-2012 with potential triggers from external monitoring reports around Leadership and Management, Teaching and Learning, Attendance and behaviour, safeguarding and parental complaints
- Borderline satisfactory in previous two inspections. (Grade 3 for the judgements against Leadership, Teaching, Capacity and overall effectiveness,
- Considered to be at risk of an inadequate judgement in an Ofsted inspection [19]

Appendix 10 contains further information on the Specific Partnership Approach and success indicators.

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[19] Draft Framework Kent Challenge June 2011

*The Opportunities for Non- Specific Partnership Approach schools:*
Kent is working with all schools in establishing a successful school to school support system within districts, areas and across Kent as a whole, using the best practice wherever it is to be found. The majority of Kent schools, including those judged as satisfactory, have good and outstanding practice which can be shared for the benefit of their communities. School to school support shows benefits for all schools working in a collaborative approach, and the aim is to commission a wide range of support from individual schools, teaching schools, networks and academies when facilitating school improvement on an individual or geographical basis.

## 8.3  Building on the effectiveness of the District Model

The new model for school challenge and support was introduced in September 2010. This has been very effective in supporting school improvement across Kent and has resulted in a reduction by 30% of schools that were identified as being of serious concern and an increase by 9% of schools who are now good or outstanding. The success of this work can be attributed to the district team approach and the partnership arrangement between the school, the Local Authority (LA) and commissioned resources.[20]

The intention is therefore to ensure that the strengths of this model continue to support school improvement across all Kent schools at a district and area level. Setting very clear expectations and moving to a long term sustainable approach.

## 8.4  Key Principles of the District Strategy have included:

- A detailed and ongoing analysis of all schools to identify those that are a priority for support, challenge and intervention in the right mix, dependent on the situation

- Early and rigorous intervention and action for those schools where leadership and/or the quality of teaching is impacting adversely on pupil progress and attainment

- A clear plan for improvement, six weekly progress meetings to identify impact of the support in place and clearly defined outcomes for improvement

- Ensuring that support for groups or individuals who might be vulnerable, finds its rightful place at the heart of whole school improvement

- A clear line of accountability which states expectations of the key stakeholders in improving the school, including the Headteacher and staff, the Governing body and the school improvement team linked to the school

- An understanding that if schools do not make the expected progress the following actions are considered: the serving of a Warning Notice; introducing an Interim Executive Board; changes to the leadership structure; federation or amalgamation; or conversion to an academy

## 8.5  Additional comments on Kent Challenge - teaching standards
- The schools identified are allocated a Kent Challenge advisor.  This is similar to the very successful London and Manchester Challenges.  There are 19 Kent Challenge advisors to support 140 schools.

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[20] Kent challenge framework. 2010

- trying to avoid the Kent Challenge schools feeling that they are having things done to them
- but do need to have serious conversations with Headteachers about what needs to be done and conversations with governors
- There is equally an issue in relation to amber schools, some Headteachers see satisfactory as a destination and not a point to move on from. A question for these Headteachers is do you understand how to move the school from satisfactory to good?, if so do you need help. Some Headteachers have become business managers, they need to return to the position of head of the curriculum.
- If Kent go into partnership with those schools targeted in the Kent Challenge Kent want to have an agreement that with the schools and the DfS that they would not look to become an academy in the first two years if they show improvement. If no improvement then there will be pressure from the DfS for them to become academies.
- Kent have not always taken hard decisions in the past, for example when a Headteacher needed to go. Kent Challenge needs Headteachers that meet the needs of the school and are flexible.
- There is a belief that Schools, KCC and Kent Challenge will deliver.

At the time of this review Kent Challenge was just beginning, and was put in place in September 2011, and has to make a difference by July 2012.


## 8.6    Leadership Strategy and Teaching and Learning Strategy

Effective leadership, management and governance are essential to achieving the highest performance in schools. They underpin the success of other intentions and help ensure that improvements are sustainable. Kent has an expectation that all school leaders will wish to work together to ensure that all children and young people in Kent achieve the highest possible standards in learning. This does not mean just having strong Headteachers, there must be excellent leadership across all levels in a school if we are to improve educational outcomes for all children and young people regardless of their ability levels.

Succession planning will be a significant aspect of the strategy.

A critical strategy development in challenge programmes across the country has been the development of a leadership and a teaching and learning strategy. Kent, in conjunction with schools, the DfE, National College for School Leadership (NCSL) and external providers will develop a leadership programme and a teaching and learning programme that enables schools to develop excellence in both areas. The intention is to design a strategy that reflects the most effective practice i.e. collaborative working. We will therefore be looking to commission activity from centres of excellence both internally and externally. This will include Teaching Schools, Outstanding schools, National Leaders of Education (NLE's), Local Leaders of Education (LLE's) and experienced practitioners across all schools in Kent. (KCC Kent Challenge Framework 2010).

Further information about what will form the basis of the Leadership Strategy – looking to develop a Kent Leadership Academy can be found in Appendix 11. At the time of the report this was due to be ready for consultation in April 2012.

**Kent Services**

# 9    The Learning Plus Team

### 9.1    Research and The Learning Plus Team

The Learning Plus Team (established September 2011) builds on the work that schools and partners have achieved through the Extended Services and Healthy Schools agendas.  'Learning Plus' focuses on activities and services provided to children, young people and their families in order that they are meeting each school's improvement priorities, ensuring that every child has the opportunity to have a broad range of learning experiences outside of the school day in order to reach his/her potential, celebrate their achievements and to support their learning back in the classroom.  It assists schools and partners to identify and deliver local priorities in terms of health, well-being and community development that will close the attainment gap and improve life chances for the children, young people and their families.

This is underpinned by a comprehensive body of evidence including:

- Research into services such as after-school clubs and adult literacy classes found that extended services lead to improvements in pupils' grades and the career prospects of their parents, and "can maintain children in school, help them engage with learning and put them onto productive pathways after school" and "help families deal with crises, encourage better parenting practices, and enable adults to move into learning and employment pathways. This in turn has positive impacts on children, their learning in school and their life chances." **The report, states the success of such activities depends on schools being able to target families and pupils most in need**. (DfE, 2011).

- "Research shows clearly that out-of-school activities are not just an 'optional extra', but an important part of children's education and development. The evidence is that children with such experiences also approach school learning in a more positive way." (Donald Hirsch, Loughborough University's Centre for Research in Social Policy, 2010).

- "Inequalities in educational outcomes are as persistent as those for health and are subject to a similar social gradient.  Despite many decades of policies aimed at equalising educational opportunities, the attainment gap remains.  As with health inequalities, reducing educational inequalities involves understanding the interaction between the social determinants of educational outcomes, including family background, neighbourhood and relationship with peers, as well as what goes on in schools.  Indeed, evidence on the most important factors influencing educational attainment suggests that it is families, rather than schools, that have the most influence.  Closer links between schools, the family, and the local community are needed".  ("Fair Society, Healthy Lives – Strategic Review of Health Inequalities in England post-2010", The Marmot Review, 2010)

- "Where child learning becomes family learning, and where educators understand that they cannot meet the needs of children and young people alone, true engagement and shared understanding are developed". ("Leadership for parental engagement", National College, 2010)

- Ofsted's evidence suggests that schools offering extended services make a positive difference to:
    - Improved motivation and self-esteem
    - Improved achievement
    - Increased attendance and improved behaviour
    - More engaged parents
    - Greater willingness to adopt healthy lifestyles
    - Better community access to local services

- 'Education outcomes do not just depend on schools. They are influenced by a range of factors including poverty, family circumstances, housing and health. If schools are to deliver effectively for children and young people they need to work with other schools, parents, the local community, statutory partners and voluntary organisations.' (School effectiveness framework: building effective learning communities together, February 2008)

- Key findings of the 'The Impact of Parental Involvement in Children's Education' Research report (DfES, 2008):
    - Parental involvement in a child's schooling for a child between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education.
    - Parental involvement has a significant effect on pupil achievement throughout the years of schooling.
    - Educational failure is increased by lack of parental interest in schooling.
    - In particular, a father's interest in a child's schooling is strongly linked to educational outcomes for the child.

- "'The system' – education, social and health services – has, for as long as schools have existed, failed many young people, closing doors in mid afternoon, weekends and holidays. While there is little evidence to show that more days of school or longer hours in classrooms would be the answer, there is evidence to show that achievement is raised and self esteem enhanced when there are opportunities to learn beyond the school day and outside the classroom (MacBeath 2006)

## 9.2    Focus of Learning Plus Support

Learning Plus focuses its support on three key areas:

- Ensuring the activities and services offered to pupils and families support school improvement and school development priorities;
- Developing a "total child" approach where issues such as health and well-being, parental involvement, etc are considered alongside achievement and attendance data
- Targeting the appropriate services and activities to the pupils and families that need to access them and who will benefit most from them, and ensuring that there are learning opportunities and support for learning beyond the school day.

Taking each of these aspects in turn:

*a) Ensuring support meets school improvement and development priorities*

It is vital that any support and activities that a school offers, or makes available to its pupils and families, ultimately links back to supporting the learning back in the classroom. In the current economic climate it is even more important than ever to be able to justify that the resources available are being appropriately targeted and supporting the schools priorities for its pupils' learning.

As well as being able to support schools in their school improvement planning to ensure that a wide range of stakeholders are involved in its development and implementation, the Learning Plus team are currently piloting a self-evaluation framework for schools (that can lead to a recognised Quality Mark if the school wishes to follow this through) that looks at how the extended services provision supports the school's priorities for their pupils literacy, numeracy and communication skills. This can either be done by a school on its own, together with other local schools, or could be a school and up to 4 other providers (who could be children's centres, local leisure providers, other external providers as well as the school's provision that it runs itself).

*b) Developing a "Total Child" Approach*

The Learning Plus Team has developed a partnership with an organisation called INTEC who have developed a set of tools to support schools to identify their pupil's indicators in areas such as health and wellbeing, parental engagement, etc alongside achievement and attendance data to identify issues outside of teaching and learning that may be impacting on their pupils achievement. This data can be looked at on a pupil by pupil basis, as well as in larger groups. This approach has been piloted with 6 Kent schools and an additional 25 schools have purchased the resources to date and are embarking on this approach.

The first stage of the Total Child approach is to seek the Teacher's perceptions on each of their pupils. This has proved to be a very useful starting point, provided a framework for a discussion between teachers and between teachers and support staff, and helped identify possible professional development needs for staff.

The second stage undertakes surveys of the pupils and their parents on their perceptions on a range of issues, primarily based around the Every Child Matters outcomes. Once completed the schools receive a detailed report for their school as well as the data on a pupil by pupil basis. INTEC have then commissioned the Learning Plus Team to provide support to the schools in terms of identifying appropriate responses and interventions in response to the results of the survey.

There is already evidence from the pilot schools that this is providing an additional valuable set of data that the schools have been able to act upon. The intention is that schools would repeat these surveys at a suitable point in the future (once interventions have been completed, or at the end of the academic year for example) to see if there is an improvement in the responses as well as the pupils' academic achievement.

*c) Targeting Services and Activities*

As well as the Total Child approach described above, the Learning Plus Team is working closely with schools and partners to ensure that there are a wide range of services and activities available for schools, pupils and families, and that schools look at a range of strategies to target the pupils and families that would benefit most from the interventions.  The team is currently supporting this to happen in two ways:

- External Provider Training: The team has now provided training to over 330 businesses and organisations providing activities and services to Kent schools.  These range from small businesses to multi-national organisations.  As well as ensuring that these organisations are aware of their legal requirements in terms of insurances, CRBs, etc time is also spent explaining the priorities and context that schools are working in and supporting the organisations to identify how their services can best be targeted to support schools.

- Learning Destinations: Based around a Passport for Learning, this is part of a national scheme run by the National Children's University.  Children achieve stamps in their passport for every hour of learning outside of the classroom that they undertake – there are certificates at various target points, but for children who reach the gold stage (100 stamps) they are invited to a graduation ceremony that Learning Plus run with the University of Greenwich.  At the moment the scheme is particularly focussed on years 3 to 8, and stamps can be achieved at out of school activities at their school (if their school is affiliated to the scheme) or at other Learning Destinations across the county.  There are currently approximately 50 Learning Destinations across the county that include many of the large tourist attractions and places of interest across the county, including Kent's County Parks.  This provides an opportunity for families to undertake fun learning activities together.  In Kent, over 5000 passports have been issued to date.

## 9.3    Impact

As well as the impact of the approaches and interventions highlighted in this report being evidenced going forward at a school level, Canterbury Christ Church University are undertaking some focussed impact evaluation studies on the work of the Learning Plus Team.  It is anticipated that most of these studies will be completed by Easter 2012 when the University are planning on also publishing the results in the form of academic papers as Kent is one of a very few local authorities in the country that has a team such as Learning Plus.  The focus for the studies will be looking at the impact to date for schools and clusters who have achieved the Quality in Extended Services award (over 250 schools in Kent have this award); the impact of the Total Child approach; the impact on schools and the external providers of the external providers training; and the impact on pupils and schools of the Learning Destinations scheme, as well as the benefits (financial and otherwise) of the attractions and venues that are currently part of the scheme.

# 10    The Engagement of Governors: The Governor Support Service (GSS)

10.1    As previously discussed the governing body plays a mainly strategic role and complements and enhances school leadership by providing support and challenge, and holding them to account for the impact of the school's work on improving outcomes. There is a clear link between good governance and levels of attainment, and so the GSS has an important role to help ensure governing bodies are effective through training, supporting new ways of working, support, resources and help with recruitment.

## 10.2   Training
Kent GSS offer an extensive range of training and development programmes for governors and their clerks including annual conferences. In recent years formal qualifications have been available and 12 governors and over 70 clerks have qualified at BTEC level. Although over 70% of new governors do attend induction training, it was also stated that there are some governors who have not had any training at all, and some who have not attended any training for a number of years despite many changes in roles, responsibilities and legislation.


## 10.3   New ways of working
Following 3 key pieces of research into governance 3-4 years ago, particularly the Joseph Rowntree Report which looked at governance in deprived areas, Governor Services developed 3 new structural models for governance based on each of the research papers, introduced model documents and materials and offered training to support governors working in a more strategic way aligned more closely with the needs of the school development plan. Many governing bodies have changed their structure and approach as a result.

## 10.4   Tailored Support
Tailored support is available for individual governing bodies that are considering re-organisation, have specific difficulties or are causing concern, and can be commissioned by another KCC officer such as the District Head or by the governing body itself. Outcomes may be as simple as a skills audit for recruitment purposes, or as complex as a detailed investigation leading to a report with a set of formal recommendations.


## 10.5   Resources, publications and communication
'The Governor' is currently a printed publication for governors which goes directly to the governor at his or her address 3 times a year and contains important articles and information about their role, suggested action points, and invitations to local governor events at district level. A range of resources are available via Kent Trust Web including model policies and documents, booklets and proformas, documents to support becoming a federation and in recent months a new model parental complaints procedure. There is also a dedicated email service for governors called 'Governormail' which allows GSS to send a single email to groups of governors or clerks, and has about 60% governor's coverage and 100% clerks.

**10.6   Governor Recruitment**

Recruitment has been highlighted as an issue. There are a total of 7625 governor positions in Kent, with 1342 current vacancies. 78 governing bodies have a vacancy rate of 25% or more.

There are materials available through Kent.Gov to support individual school governor recruitment. A partnership with School Governors One Stop Shop (SGOSS), a charitable organisation funded by the DfE places a number of governors each year in Kent, many of them from business or industry. A dedicated team member from Governor Support Services works closely with the member Governor Appointments Panel to find and place suitable volunteers as LA governors in Kent schools.

**10.7   Governors in deprived areas**

It was reported that it is generally more difficult to find governors from and to serve in deprived areas, particularly parent governors whom make up 1/3 of the governing body. A vacancy rate of 25% is significant – and some schools have more vacancies – for example one Kent school all 5 parent governor places unfilled, some since 2004! Whilst it is relatively easy to find governors for grammar schools and to some extent most secondary schools, external governor candidates are less keen to be placed in primary schools, particularly those which perform less well. In addition the uptake of training and development opportunities are lower in deprived areas, with the most common reasons being distance from home, transport, and childcare. In deprived areas a more tailored approach to governor recruitment and development, particularly parental engagement may have to be explored to ensure success.

**10.8   Skills Governors need – is there a gap?**

Based on the experience of the GSS and the findings of the Ofsted Report (2011)the following individual skills were identified as those that provide the most impact:

- Understands how governance complements but differs from the role of the headteacher
- Uses knowledge, new ideas and experience to enhance and challenge leadership
- Engages with data and reports in order to know the school well
- Analyses information provided, and is able to ask pertinent questions based on information and knowledge brought to the role
- Has adequate time to devote to being a governor
- Has high aspirations for pupils staff and wider community
- Supports the appointment and retention of the best staff

It was stated that there is a skills gap in a number of governing bodies where traditionally at least 1/3 of governors are over retirement age, particularly in voluntary controlled schools. At best there is a formal governor development plan in place at their school and at worst the chair of governors has been in post for many years with no training for the role and no successor being groomed to lead the governing body when he or she finishes. With another 1/3 parents, many of whom have neither the developed skills on appointment nor the availability to engage with training courses offered, there is a heavy reliance on staff or community or local authority governors to bring the required skill set to the school. This is more of a challenge in deprived areas.

**10.9  Take up of support and impact**

95% of governing bodies subscribed to the Governor Services package last year, with 41% of governors attending at least one training event or conference. Of the 1356 new governors appointed or elected last, only 779 attended induction training, although a portion of these will be reappointments.

Many governing bodies actively engage with the support offered, with most primary schools buying into the package of training and support annually and attending some training. Each school in the package can book an in-school or bespoke session with take up currently running just below 50%.

It was reported that notable improvement can be measured in those governing bodies who have engaged a member of the clerking service to clerk their meetings. Agenda's are more purposeful, meetings are more focused, minutes reflect the business of the meeting and action points are followed up. Governing Bodies which have adopted a new structural model are more aligned to the needs of the school plan and report that governors visiting the school in 'pairs' has more impact, and provides the governing body with more knowledge about life in school. Placing a small number of 'expert' governors in schools causing concern has also had an impact on the quality of challenge offered for improvement. Where governing bodies have been supported through a federation or formal collaborative arrangement, progress has generally been very positive.  Of the 130 Ofsted inspections carried out in the year to 30 March 2011, 51% governing bodies were graded good or better, with 95% satisfactory or better.

**10.10  The issues/challenges for Governor Support Service**

- Maintaining a range of skilled and experienced personnel to offer support and advice, maintain a set of accurate and up to date resources, and deliver a comprehensive range of training within a shrinking budget.
- Establishing a group of associate governor trainers from within the Kent governor pool, to offer training and mentor coaching in their district
- Keeping governors up to date with data, information, new legislation and opportunities through appropriate and varied communication streams, printed, electronic and face to face.
- Offering a traded service to governing bodies which reflects their needs but also delivers the aspirations the local authority has for Kent children
- Encouraging the Kent Governors' Association to become a more active 'voice' for Kent  governors
- Engaging governors with new ways of working, including the use of new technologies
- Being able to provide additional support to governing bodies and clerks where need is greatest as part of the coordinated school improvement strategy for Kent. This requires a structure that supports working across any boundaries imposed by internal reorganisation.
- There are also opportunities to develop new materials for governors, share good practice between governing bodies through mentoring and give district groups more local commissioning opportunities

### 10.11 Main reported issues for Governors

- Managing the budget and retaining good staff
- Understanding data and knowing what it is telling you about your school
- Knowing what are 'the right questions' to ask and being confident that you understand the answers
- Understanding and delivering a strategic governance role rather than being operational
- Managing relationships – individual governor, chair or headteacher, and the clerk when shared with a role in school.
- Handing difficult panel responsibilities – exclusions, complaints, staff grievance
- keeping up to date with statutory duties, particularly policies and health & safety
- Undertaking relevant and systematic training for the role and responsibility (training is not mandatory)
- school organisational changes – federations, collaborations, academy conversion etc which require changes to the governing body composition
- finding suitable governors with right skills & time, particularly parent governors

# 11   Learning and Skills: Learners with Additional Needs (LAN)

11.1   This section outlines support available to schools for learners provided through Learners with Additional Needs (LAN), by implication including at Key Stage 2. It offers some thoughts on what seems to have been of particular benefit, plus what could perhaps be reviewed for better impact. LAN incorporates both the Specialist Teaching and the Minority Community Achievement Services (STS and MCAS respectively). The schools in the study group had high levels of SEN, pupils with speech , emotional and behavioural difficulties and speech and language difficulties, some also had high levels of pupils with English as an additional Language (EAL) (one with 68% of pupils from minority ethnic groups) and high mobility.

*"support from MCAS works really well, good brokerage"*

## 11.2   Specialist Teaching Service (STS)
The STS offers:
- Training – through bespoke or standard packages on general Special Education Needs (SEN) issues;
- Specialist training for parents, teachers, other school staff and governors-from awareness raising to specialist level on Behavioural, Emotional and Social Difficulty (BESD), Specific learning Difficulties (SpLD), Autistic Spectrum Disorders (ASD), Speech, Language, Communication, Needs (SLCN), Downs Syndrome, Dyspraxia, HI, VI, PD;
- Individual and group interventions, assessments and programmes, 1:1 teaching, individual specialist tuition;
- Advice and support on writing and implementing single equality schemes and systems and interventions to support disability duties under the Equality Act;
- Effective preventative provision
- Systemic support to build capacity within the school;
- Consultation and support for SEN issues pre or post OfSTED;
- One off consultancy/whole school training events;
- SEN Coordinator (SENCO) training;
- Teaching Assistant training;
- SEN updates;
- Supporting transition.
- Assessments for exam dispensations
- Assessments and advice for specialist equipment
- Generic paediatric moving and handling training
- Training for positive behaviour management through Team Teach programme
- SEN and Disability Counselling

## What has worked well at Key Stage 2:

- Hearing/Visual/Physical Impairment training for teaching assistants has meant an improvement in curriculum access for children with physical and sensory impairments. The STS Annual Survey 2010 reflects increased confidence in both the staff and children themselves;

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- Support for the PESE (Procedure for Entry to Secondary Education) process to ensure that decisions made take into account specific needs/adjustments has led to appropriate placements and aspirations of children with disabilities.
- The established framework for training teachers, teaching assistants and whole staff teams in Dyslexia, ASD, SLCN at awareness raising and Stage 2 levels. Immediate and longer term evaluation has shown positive impact and improved progress and attainment

**What could be improved?**

- It was reported that in the on-going questionnaire by LAN to schools the overwhelming and only noted negative comment is that there are insufficient specialist teachers and other staff to provide the follow up to initial advice.

### 11.3   Minority Communities Achievement Services

MCAS provides advice, training and support through bespoke projects and CPD opportunities, with areas of focus including:

- Admission and induction of new arrivals – including admission procedures, Assessment strategies and home/school liaison
- Teaching and Learning – including classroom strategies to support outstanding teaching and learning, accelerating learning for New Arrivals/beginners of English, distinguishing between English as an additional language and special educational needs, and raising attainment of vulnerable groups through appropriate target setting and tracking of progress.
- Race equality in the context of the single equalities framework Enhancing Community Cohesion - Audit tools to support planning and identification of good practice, Impact assessment, Engaging with families from disadvantaged communities
- Professional development

**What has worked well at Key Stage 2:**
- Working with schools, looking at attainment data to target support for underachieving groups at district level.

- This can highlight inaccuracies in language and ethnic declaration, impacting on both funding and target setting. (Some schools have good practice with groups that locally and nationally are not doing so well);

- providing local and national data to schools, particularly supporting those who have isolated learners/small numbers who may fall into the vulnerable group categories;

- supporting schools to identify advanced EAL learners who may have slowed rates of progress area as their EAL has not been considered as a learning need, e.g. appropriate EAL strategies can support movement from level 3 to 4;

**What could be improved?**
- work in closer and more effective partnership with other school improvement colleagues who are looking at KS2 outcomes/predictions, by discussing and planning together what should be delivered to support schools raise standards.

# 12 Early Years Foundation Stage (EYFS)

12.1 Early years was identified as a significant factor to success of the schools in the earlier section of the report on the School effect – helping readiness for learning in school, tackling low levels of entry. Excellent EYFS provision in settings and schools is vital and crucial for building on attainment further in KS1 and KS2 – high quality early years provision on outcomes not only on entry to school but through to age 11.

12.2 This section identifies the standards and performance of providers within the Early Years Foundation Stage in both pre-schools and schools in Kent. It provides information and data on the Early Years Foundation Stage Profile (EYFSP) which is the statutory assessment undertaken at the end of a child's reception year. It also outlines the workplan undertaken to bring about significant improvements in standards as well as a summary of key outcomes. It will identify factors and insights that assisted bringing about improvement for all children but specifically those in low income areas.

12.3 There has been a Kent commitment to improving outcomes for children within the Early Years Foundation Stage (0-5) for some time, as exemplified within key strategy documents including *Towards 2010,* the *Local Area Agreement* (LAA) and the *Kent Children's and Young People's Plan 2008 - 2011*. The key targets included:

**Towards 2010**
- Target 10: Improve the quality of early years education by strengthening the links between pre-schools/nurseries and primary schools, thereby improving children's ability to learn when they enter primary school.

**LAA 1 -** To promote the physical, emotional, social and intellectual development of young children so they flourish at home and at school

- Action 47: Improve the quality of early years provision through training and support to pre schools, quality assurance, the development of Children's Centres and integration of Sure Start Local Programmes.

- Action 49: Improve early education outcomes for children through interventions over a 3-year period to enhance personal, social and emotional development and communication, language and literacy.

**CYPP Priority 7, Outcome 7A:** Improved outcomes for children in their early years

- **Action 55** Continue to implement programmes that enhance personal, social and emotional (PSE) development and communication, language and literacy (CLL) driving up levels of attainment in early years settings
- **Action 56** Recognise the importance of creativity in early education and childcare settings and the vital role of creative play in learning and development
- **Action 57** Strengthen the links between pre-schools/nurseries and primary schools, sharing good practice and preparing children for school
- **Action 58** Support settings and providers to work together with parents and agencies to improve outcomes for all children

Alongside these local targets, national targets from 2006 were developed to measure performance at the end of Foundation Stage. These are:

- **National Indicator (NI) 72** - Improving the proportion of children achieving at least 78 points in EYFSP with at least 6 points in all aspects of Personal, Social and Emotional (PSE) Development as well as Communication, Language and Literacy (CLL) Development.

NI 72 is a target focused on general improvement for all children.

- **National Indicator (NI) 92** - Reducing the gap between the average score of the lowest achieving 20% and the median (middle) score of the rest of the cohort of children.

NI 92 is a target focused on closing the gap between children achieving in the lowest 20% and the rest.

It was against a backdrop of these key indicators that the improvement plan for early years within Kent was developed in 2006 and this plan has been the key driver for work to date.

## 12.4   Overview of Performance

There are two key data sets that are indicators of the standards and quality within the Early Years Foundation Stage - the Ofsted data for the pre-school sector, and EYFSP results. In 2006 it is clear from the data that Kent had significantly more settings that had either failed their inspection or were only satisfactory than the national average. Only 36% of settings were good or better compared with 55% nationally.

**Figure21 - Kent and National Ofsted inspection results (April 2005 – June 2006)**

|  | Outstanding % | Good % | Satisfactory % | Inadequate % |
|---|---|---|---|---|
| Kent | 1 | 35 | 50 | 14 |
| National | 4 | 51 | 41 | 4 |

The EYFSP results also confirmed the significant difference between the quality of early years education nationally and in Kent.  This data confirms that children entering Key Stage 1 were already significantly below the expected level and this obviously had implications for schools to close the gap in performance. Figure 22 identifies the EYFSP results for Kent with the national comparative.

**Figure 22 - Kent and National performance data for 2006**

| National Indicator | Kent | National | Difference |
|---|---|---|---|
| NI 72 | 36% | 44% | Kent was **8 percentage points lower** than national attainment |
| NI 92 | 35 point gap | 38 point gap | Kent's gap was smaller than national but was still a target for further reduction when comparing performance with statistical neighbours |

Overall, in 2006 Kent's rating as a local authority for Early Years was e* - the lowest grade awarded. This was the challenge that needed to be addressed.

12.5    In order to address this challenge a number of key priorities were identified.

**Creating a workforce** – In 2006 the existing schools team for Foundation Stage (separating it from the primary team) and the team focusing on the pre-school sector were brought together under the umbrella of Standards and Achievement which enabled the work to sit alongside the primary and secondary phases.

**Identification of key areas for improvement - A**reas that needed significant improvement were identified.  These were:

- **Leadership and management** – particularly in the pre-school sector
- Practitioners' understanding of **quality teaching and quality learning** – across schools and pre-schools
- **Writing and emotional development** within the areas of learning assessed at the end of Foundation Stage as these were the areas of learning where children's outcomes had the biggest gap compared with national data sets.
- **Reducing the gap in achievement between differing groups**, particularly children the 30 % Super Output Areas (SOAs)[21]; (these are the areas of highest deprivation). Data analysis of Kent's performance compared with National data and the summary of the ECERS audit, reinforced that these were the areas of greatest need for improvement.
- **Improving transitions and parental engagement –** looking to ensure greater continuity for children and families between the pre-school and schools.

**12.6    The Workplan (2006 – 2010)**
A number of key actions were identified and programmes developed to address these priority areas.  These are listed below.
- Creating and improving the workforce – both within KCC and in the providers
- **Development of Leadership and Management** (five day leadership and management programme (for the pre-school sector), and "leading early years practitioner" group (schools and settings).
- High quality teaching and learning - Strengthening teachers and practitioners **understanding of effective learning**, Increasing in the **aspirations and expectations** of the workforce and refinement of the universal training programme.
- **Pupil progress** – writing and emotional development/reducing the gap in achievement  through development in 2008 of a highly structured programme for schools and settings which focussed on improving **writing and emotional development** in the foundation stage, Use of **tracking tools** to support assessment and monitoring of children's performance, and to use the range of available data to **risk assess** pre-school provision against a set of criteria that had been shared and communicated to providers. This allowed the teams to target those settings most at risk at the outset within a clear framework. A

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[21] The Government has defined Super Output Areas (SOA), as the standard unit for presenting local statistical information. It replaces previous ward level information. Each SOA is allocated a deprivation index and in Kent there are 3,092 Foundation Stage children in the lowest 30% SOAs.  The Children's Centre programme has been targeted, to focus on the most deprived neighbourhoods in the lowest SOAs in Kent.

Setting Improvement Programme was developed and a phased implementation put in place to provide appropriate challenge and target support.

## 12.7 Overall Impact and Outcomes of the Workplan

**Improvements in the overall quality of early year's settings**
Since 2006 there have been improvements in the overall quality of early year's settings as evidenced by Ofsted inspections in the Private, voluntary and independent sector (see graph below).

**Figure 23 – PVI/Childcare on non-domestic premises (September 2005 – July 2010)**

*Correct for all inspection reports published 09/08/10*



PVI / Childcare on non-domestic premises inspected between September 2005 to July 2010 Education

| Period | Outstanding | Good | Satisfactory | Inadequate |
|---|---|---|---|---|
| Sept 09 to Jul 10 | 13.8% | 64.2% | 18.8% | 3.3% |
| Sept 08 to Aug 09 | 18.8% | 56.3% | 22.2% | 2.8% |
| Sept 07 to Aug 08 | 9.0% | 64.6% | 25.6% | 0.9 |
| Sept 06 to Aug 07 | 2.9% | 46.2% | 45.8% | 5.1% |
| Sept 05 to Aug 06 | 1.0% | 37.7% | 47.1% | 14.2% |
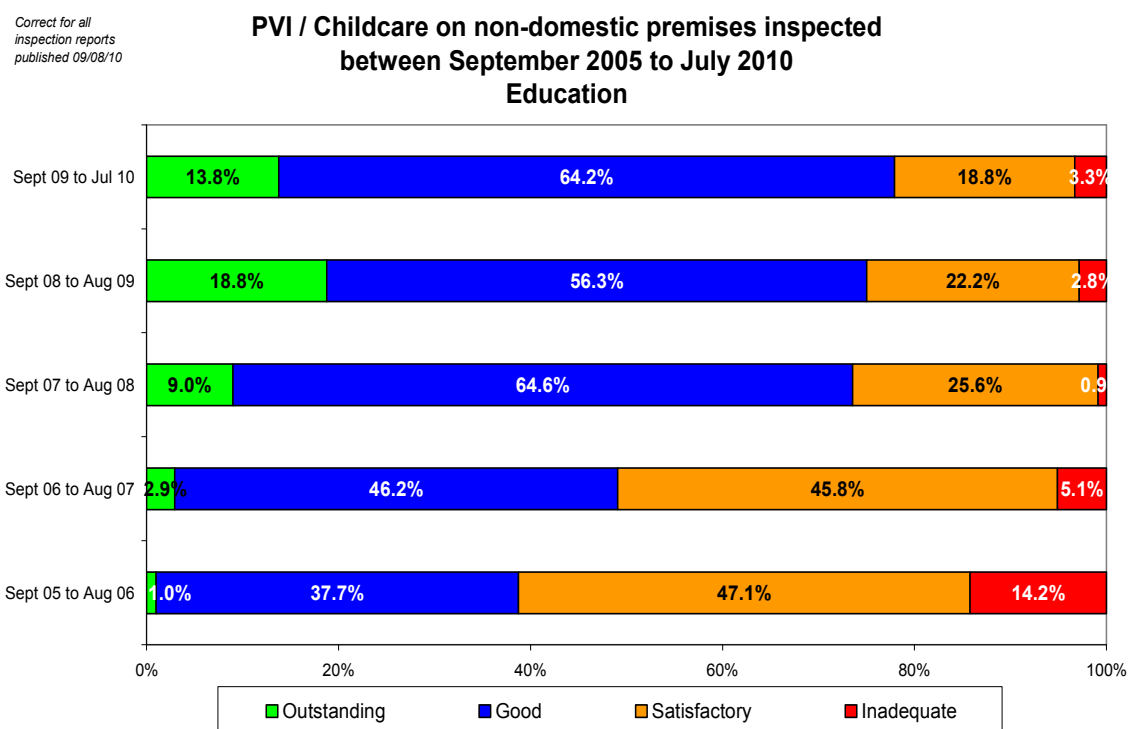
It is evident that quality is continuing to improve significantly across the pre-school provision and now exceeds nationally the proportion of providers being assessed as 'good' or better by Ofsted. However, this trend needs to be maintained and continually improved. There is a direct correlation between outcomes for children and the levels of quality in early years provision. High quality provision ensures the best outcomes for children. (source. KCC June 2011). Also across Kent there are more schools where Foundation Stage is judged 'good' when compared with the overall grading of the school (Figure 24).

**Figure 24 – Overall effectiveness of schools compared with effectiveness in the Foundation Stage** (current judgement for schools with Foundation Stage)

|  | Overall Effectiveness (N° of Schools) | % | EYFS Effectiveness (N° of Schools) | % |
|---|---|---|---|---|
| **Outstanding** | 47 | 11% | 47 | 11% |
| **Good** | 201 | 47% | 289 | 67% |
| **Satisfactory** | 168 | 39% | 91 | 21% |
| **Inadequate** | 14 | 3% | 3 | 1% |
|  | **430** |  | **430** |  |

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**Foundation Stage**
**NI 72: Percentage of children achieving 78+ points and 6+ in PSE & CLL**
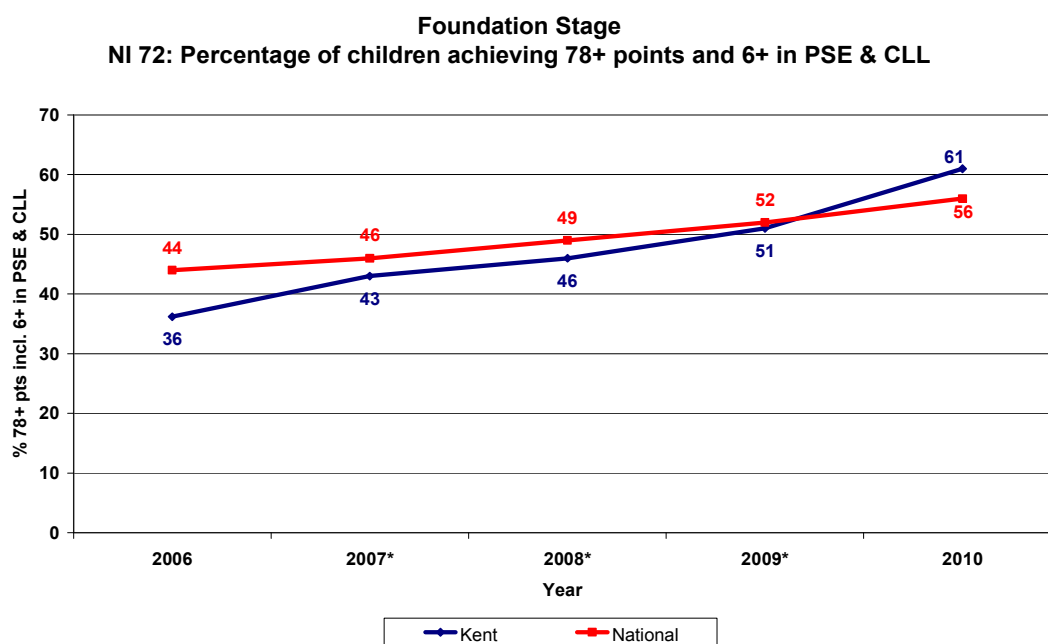


*National Indicator 72 -* For the fourth year in succession Kent has exceeded the Statutory Improvement Target NI 72[22]. In 2010 Kent exceeded the target by 7.5% with 60.5% achieving the expected level. This improvement equates to an additional 1500 children now reaching this "good" level of development. Figure 25 plots National and Kent performance against NI 72 and the improvement trend as well as closing between National and Kent performance from an eight point difference to being 5 points above National performance.

Kent's national ranking for this performance indicator is now 25th in 2010 compared with 69th in 2009. A comparison with statistical neighbours' ranks for Kent 3rd out of 11th which has improved from a ranking of 7th in 2009.

**Improvements for children in Areas of Deprivation – 30 % SOAs**
Children in Kent in both the 30% Super Output Areas (most deprived areas) and the other areas are now achieving higher than the national average as well as other Local Authorities in the South East region (figure26).

**Figure 26 – Percentage of children in 2010 achieving a good level of development (NI 72)**

|  | All | 30% most deprived areas | 70% areas |
|---|---|---|---|
| Kent | 61 | 49 | 64 |
| South East region | 58 | 46 | 60 |
| England | 56 | 47 | 61 |

There was a significant improvement for children in the lowest 30% SOAs and the gap was reduced between these children and those in the rest of Kent. IN 2010 there were 3,092 children whose results make up the 30% SOAs data and in 2006 only 25.4% of the children achieved six points in all aspects of PSE and CLL compared with 49.1%

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[22] Improving the proportion of children achieving at least 78 points in EYFSP with at least 6 points in **all** aspects of Personal, Social and Emotional (PSE) Development as well as Communication, Language and Literacy (CLL) Development.

achieving this level in 2010.   This improvement has been an outcome of targeted work in both the pre-school and schools in the 30% SOAs.  Improvement for these children is critical to ensuring that they enter Key Stage 1 with the core skills for learning as well as the dispositions for becoming a resilient learner.

**Figure 27: National Indicator 92**

**NI 92 Reducing the gap**
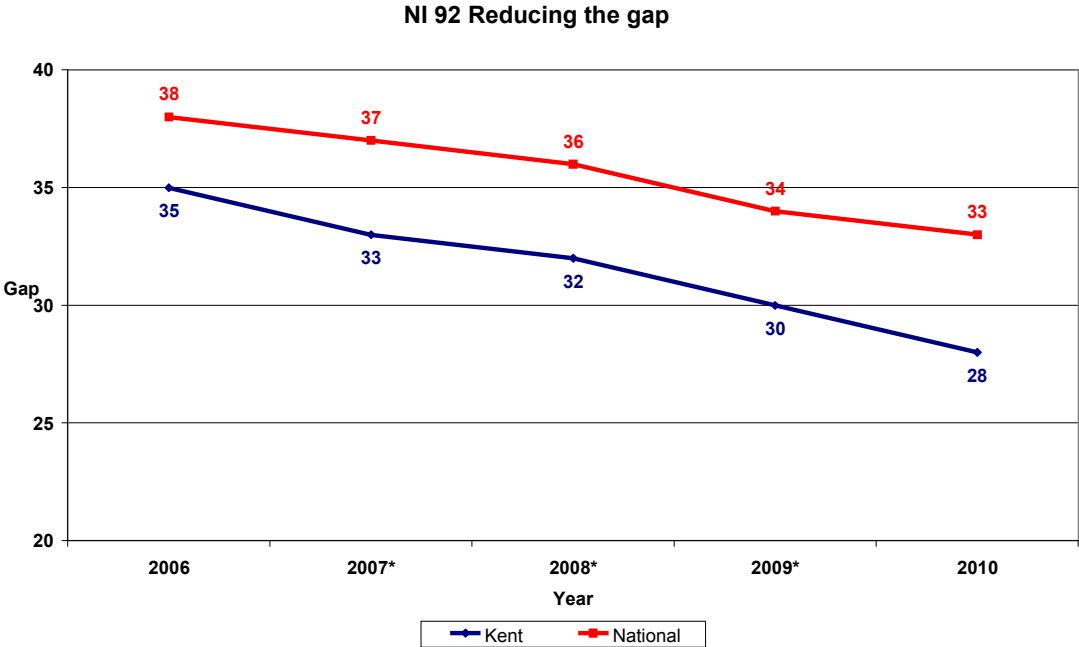


Kent has continued for the fourth year in succession to reduce the gap in line with NI 92[23] and in 2010 this has been reduced by a further 2.5% to 28%.  Figure 27 plots the performance of Kent in closing the gap (NI 92) against national performance.  The gap for children in Kent is only 28% compared to a National gap of 33%. This improvement places Kent in the national ranking at 5th (in the top quartile) moving from a ranking of 15 in 2009 and 39 in 2008.  Comparison with statistical neighbours ranks for Kent 1st out of 11th which has again improved from 3rd in 2009.

**Improvements in levels of qualifications of practitioners in the pre-school sector**
The Sure Start Grant and Graduate Leader Fund (GLF), (April 2008 to March 2011) in line with Government policy provides bursaries and supply cover, where appropriate, for staff in PVI settings to increase their levels of qualifications.  The table below provides an overview for 2009/10 of the practitioners in Kent who benefited from this opportunity and the qualifications accessed. Kent has successfully seen an increase in Level 3 with 'full and relevant' qualifications.

**Figure 28: Numbers of practitioners in Kent benefiting from the Graduate Leader Fund 2008/09**

|  | Childminders | Practitioners in settings | Total |
|---|---|---|---|
| Level 2 |  | 102 | 102 |
| Level 3[24] | 174 | 727 | 901 |
| Level 4 |  | 261 | 261 |
| Level 5[25]/6[26] | 27 | 148 | 175 |
| Total | 201 | 1238 | 1439 |

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[23] Reducing the gap between the average of the lowest 20% and the median.
[24] Level 3 is equivalent to A level
[25] Level 5 is equivalent to Foundation degree level
[26] Level 6 is equivalent to a full degree level

The GLF remains focused on increasing the numbers of graduates working in the sector. Kent has seen an increase from 3% in 2006 rising to 11% currently. Recent strategy has focused on non engaged settings and areas of 30% deprivation. Kent successfully negotiated additional Foundation Degree programmes to be offered. Forty-eight practitioners in 2008-2009 gained Early Years Professional Status. This has increased to sixty-four in total across the county with one hundred and twelve practitioners currently working towards the status.

## 12.8   Insights and Reflections

The evidence identifies the improvement in the sector that has been achieved but factors reported as critical to the work are summarised below as well as other insights:

### A shared moral purpose

- **Engaging** the sector and the LA team was fundamental to success – the role of the LA was to build capacity and empower providers (schools and pre-schools) and also a critical role to challenge where standards were not meeting expectations as well as be the advocate for the child and still move the key priorities forward.
- Staying **focussed** on the key areas, having clear targets and expectations that were explicit - sharing these and then using data and performance indicators to **monitor** in order to refine work to meet emerging issues e.g. in 2008 it became evident that sufficient improvement for children in the 30% SOAs was not rapid enough and the programme for these children needed to be accelerated.
- Programmes that were developed had strong links to **pedagogy and evidenced based practice**.
- **Linking** the universal offer to the targeted work and not trying to do too much.
- Giving clear **effective feedback** against progress, having a culture (in the team and schools / pre-schools) of learning from what works well and sharing this with others as well as celebrating the success - supported having a shared understanding and clarity about where we were on the journey.
- **Raising aspirations and expectations** amongst all (including LA staff) particularly in communities where education in general is not valued or there are many other significant factors e.g. poverty / housing. There is also a need to build self-confidence in the participants and as an LA believe that improvement is within their capabilities.
- Supporting schools and pre-schools to have **effective engagement with parents** and empower them to support their child's development and play an active role in their child's learning.

### Challenges
Factors that quickly impact on the quality or the pace of change

- **Leadership or management**
  - Succession planning in the pre-school sector particularly is not always secure and a change of leader can frequently result in a rapid decline, this can also be seen in schools
  - Schools where the headteacher or management team are not recognising the importance of the foundation stage and as a result are not engaging. We have found that many teams do not have the ability to monitor quality and outcomes in the foundation stage and therefore do not target the key areas for improvement.

- **Turnover of staffing** generally combined with **low levels of qualifications or experience** in Foundation Stage particularly in areas of low income has been a factor experienced significantly and applies to both the school and pre-school sector. In the pre-school sector there are no agreed national levels of pay and in low income areas levels of pay are often low due to providers needing to provide a value for money service. In the targeted schools again recruitment and retention of well qualified and experienced staff was often a significant factor in driving up quality.

- **Sustainability or financial pressures** for both schools and pre-schools.
    - The pre-school sector is a "market place" and therefore supply and demand for childcare is not always in parallel. Childcare providers have to comply with minimum staffing levels but are not always pro-active in managing their staffing compliment to meet a reduced demand and this can result in an unsustainable business and or poor quality.
    - Schools with falling roles and or low standards particularly in areas where there are surplus places will often not be parents first choice; so financial pressures will influence decisions e.g. employ a NQT who is less expensive than an experienced teacher. The pressure on places and place planning could be accelerated with the move by Government to allow popular schools to expand.

# 13 The Attendance and Behaviour Service

13.1 Attendance was highlighted as a particular challenge for schools and research reported that tracking shows pupils with persistent absence do not perform as well as or make the impressive progress of others – their chances in the future are compromised by missing so much school, therefore attendance is a significant factor and the Attendance and Behaviour Service (ABS) plays an important role and was their support was appreciated by schools in improving attendance.

13.2 The Attendance and Behaviour Service Attendance Leaders support schools with specific attendance recording issues that may be causing concern to school leaders. ABS Attendance Leaders have an ongoing programme of visits to Headteachers and school attendance leaders in the priority schools. They work in partnership with schools on policies and procedures in order to ensure a whole school approach to attendance, data analysis to inform actions, a focus on vulnerable pupils, early intervention and parental engagement.

13.3 Education Welfare Officers act on behalf of the LA to fulfil the statutory responsibility of ensuring regular attendance of pupils. They work closely with pupils, families, schools, services and agencies. This includes direct involvement with families as well as support to schools with their policies and procedures. Schools have clear processes for the referral of individual pupils whose attendance is causing concern to the LA. There is a range of strategies for support, including family group conferencing, multi-agency intervention through CAF/Team around the Child arrangements, and parenting contracts.

13.4 Use of parental responsibility measures include: (please note that this is for all children)
- The issuing of penalty notices by the ABS at the request of Headteachers for unauthorised absence. Approx. 1300 were issued in each of the past two years. There were 200-300 prosecutions in each of the past two years in Magistrates' Courts following non payment of penalty notices.
- Prosecution of parents for failure to ensure their children's regular attendance at school. Approximately 400 parents were prosecuted by the ABS in each of the past two years.

It was commented by visit schools that these often do not work for their pupils as parents do not understand the basic need to go to school.

**13.5 Potential issue** - Charging requirement for services to academies: There is an anomaly for the attendance activities of ABS between the non-statutory activities which can be charged for and those statutory activities which cannot be charged for. This can cause tension when officers are advising support, mediation, multi-agency planning (non-statutory and therefore chargeable activities) but are placed under pressure to prosecute (which is statutory and therefore non-chargeable).

13.6 Should academies choose not to buy in adequate education welfare services to monitor and challenge issues of poor attendance it is possible that not all avenues of intervention and remediation would be robustly explored. There is a concern that ABS would not have the ability to challenge the legality of some school practices which have come to light in the past, such as off-rolling, part-time timetabling and unreported exclusions.

13.7   There is a potential mismatch between academies and maintained schools over the quality of evidence gathered for purposes of prosecuting parents/carers over poor attendance if academies are setting up their own education welfare mechanisms (prosecution remains a LA statutory activity).

13.8   The potential risks for the Attendance and Behaviour Service of implementing a universal charging policy for Academies are being mitigated by designing packages of services, with Service Level Agreements, that include the delivery of advice support and challenge, and allow individual cases to proceed to prosecution if required at no additional cost.  Despite identified pressures, ABS activity continues to support schools and academies to improve attendance and reduce exclusion.

13.9   ABS ability to carry through with its statutory role of prosecution of parents/carers when that is an appropriate course of action has recently been hampered by the closure of a number of Magistrates Courts around the county, causing a significant pressure on the availability of court slots, unavoidable time delays in prosecution, and unacceptable travel hardship for parents/carers to attend court and defend the prosecution.

# 14   Prevention and Early Intervention

14.1   Kent has developed a wide range of prevention and early intervention services in localities, originally based around school clusters, then 23 local children's partnerships and now across 12 Local Children's Trust Board localities. These services grew from programmes and teams already in existence in some areas, including those provided by the faith, voluntary and community sectors and were enhanced via growth in funding from a range of government and Big Lottery grants. Services include the FLOs, which are very highly regarded by schools and seen as invaluable to helping pupils to meet their potential and engage in learning.

14.2   In Kent, many of the decisions around how and where to target the funding was left to local decision making within a broad framework, (although some grants were very specific in what they had to achieve and how they had to go about delivery of a specific service and left little room for application of local knowledge). The benefit of the above approach was that there were high levels of local ownership - but it has led to a position where,

- apart from some key services, there are high levels of inconsistency in what is available across Kent for children and young people with similar issues.
- a lack of rigorous performance management, led to continued investment in programmes that produced no evidenced benefits, or investment in programmes that either were targeted on groups of children who were not those who could most benefit, or programmes that were less of a priority than those that should have been commissioned to tackle the challenges faced by the children, young people and families most in need.
- Localities valued what they designed or commissioned but in a number of cases were resistant to learning from colleagues in other localities about what worked or not and why.

## 14.3   Funding and Services
The reduction in grant funding and broader cuts to core funding mean that there is a robust look at what the priorities are, what is evidenced to work and where funding should be invested to deliver improved outcomes.

Crucially this is likely to mean that funding and services will be focused on those children, young people and families most in need and that universal services, particularly schools, will be expected to "manage" lower levels of need within their own resources, even more so than currently.

In Kent, although a number of programmes are highly innovative and have produced evidenced benefits, they have had little effect on the day to day working practice of statutory services. In addition, as grant funding provided the opportunity to set up family support provision for families with lower levels of need, changes to Children's Social Care meant that family support services that they had previously provided for families with higher levels of need were cut. There is now a pressure to replace this type of family support to prevent children and young people from being taken into care.

Core services across all of Kent but that are distributed to some extent according to deprivation are Children's Centres and Family Liaison Officers (sometimes called Parent Support Advisers). Every district has a Local Children's Trust Board and a Preventative Services manager whose role it is to bring together providers at a local level to ensure that children and young people with evidenced needs are supported

appropriately and that resources are targeted where they will make the most difference and to prevent children's needs from escalating (as far as reasonably possible) to the point where they need specialist services or intervention.

Kent has a Strategic Commissioning team that is looking at current contracts for services and is working with PSMs to agree where reduced funding is invested in the future. These decisions will be based on the needs assessment used to inform the re-fresh of our Children and Young people's Plan and Kent's Joint Strategic needs Assessment, plus local knowledge and evidence.

Budget decisions that need to be made around the utilisation of the Early Intervention grant and the delegation of the Direct Schools grant are crucial to the future shape and effectiveness of prevention and early intervention services, as are policy and funding decisions made at a national level e.g. Community budgets, Families with Complex Needs  (are testing this in Kent but nationally the government wants this rolled out and is considering commissioning services for these families at a national level).

# 15 Conclusion

The link between deprivation and attainment is well proven, but as evidenced in this report is not automatic or inevitable. Deprivation is a disadvantage and an answerable challenge and not an excuse for low attainment .Understanding how this link is broken is key. Schools are part of a team that can bring deprivation into balance.

The underlying factor in success for a school is the quality of leadership and management. Successful leadership dealt with significant outside challenges affecting pupils and their schools by the pragmatic management of deprivation to enable learning. Leaders removed barriers where they could and minimised impact of others outside of their influence and were focused on pupils 'readiness for learning'. Pupils outstanding progress was linked to the schools ability to address the profound and often multiple needs of its many vulnerable pupils so skilfully, instilling excellent attitudes which help pupils to profit fully from good teaching and a well tailored curriculum.

Those schools that insist that teaching should be outstanding and addressed the learning needs of different groups tended to achieve better outcomes. Leaders needed to have a specific set of skills that they were able to demonstrate, including being able to analyse what goes on in the classroom and how to address issues that arise from this.

A "satisfactory" level of teaching is not good enough to enable pupils to make good progress and improved consistency in teaching is key to the successful outcomes for pupils. One aspect that has the biggest impact on pupil progress is assessment and understanding of information and responding by identifying where teaching can be strengthened, setting appropriate challenge and targeting resources.

Through a good creative curriculum, and vibrant, engaging teachers, 'teachers should wake up thinking in children', and motivate them. Where there are inadequacies in teaching style or not enough good teachers would lead to the school being assessed as only satisfactory.

From the evidence pupils made better progress when it was clear what they needed to do to improve to reach the next level – it should be the learner who drives their learning. The schools that did well knew how to accelerate learning for pupils who needed to make more progress and did not accept that pupils background determines an outcome of poor attainment. The Leaders and Managers challenged these factors, improving standards through an unrelenting focus, and have good or outstanding schools in challenging circumstances 'bucking the trend' and are the key reasons why you get under performance in some schools.

Pupils need challenge.  A learner needs to be able to explain what they have learned. Many children do not naturally link learning so they need to acquire this habit, this is something that teaching can do to make the learning explicit.  Teachers should help to make the understanding clear for the learner, and also have the learner say what they find difficult, and how to apply the learning.  When you put the learner in charge you have a position where they can say what they need to do or what they want to try or do next.  Good consistent marking, feedback and pupils individual targets and understanding of where they are and what they need to do next to improve are significant drivers for improved outcomes – the children became the drivers.  The

whole process should make what learning is about clearer, and when this is done well it challenges the learner to learn at a higher level.

With respect to quality of teaching, the primary issue is not individual teachers, they all get good initial training, it is the culture of the school, especially if it is satisfactory or less than satisfactory, however some teachers are strong and would be good whatever the culture of the school. The evidence showed teachers that flourished under excellent leadership, with support to improve and drive standards. The strategic issue is whether the school is the kind of place where all teachers are helped to be good – all schools should have a system to do this. The school should monitor the teaching consistency regularly, feedback on improvement points, and give help if necessary. There should be peer review, evaluation and development points. There should be a set process within the school so that teachers are not just judged on what is observed, the school needs to look at the impact of teaching on pupils progress and on the pupils work. Teaching is only good if you can see it reflected in the work of the pupils, their progress and what they say.

The children in the challenging schools that had bucked the trend knew they were being helped to learn, were motivated and eager to continue with their learning. The successful schools had a whole set of processes to raise the level of teaching as a whole, through a team culture and joint commitment to improve and deliver 'the best'. Teachers need to up skill first, through effective monitoring and support to improve and be accountable and challenged on pupils progress.

Leadership needs to know how to improve the quality of teaching and accelerate the rate of learning. Finding high calibre Headteachers is a national issue, 25% of Kent Headteachers will retire in the next few years and it is difficult to recruit Headteachers especially for schools in less advantaged areas. This is a key strategic issue. There is a need to grow our own Headteachers - it is not about a potential Headteacher having years of experience but having the right experience and skill set , and in the short term spreading the use of the best Headteachers via more collaboration of headteachers and spreading good practise across schools.

The Kent Challenge and Leadership Strategy will hopefully provide a more strategic approach, with more effective cross school participation and management. Structural solutions have also provided answers for some schools. There are a number of structural solutions:-

1) Loose collaboration – where schools can learn from each other.
2) Soft Federation – pool resources and share teachers
3) Hard Federation – Headship across a number of schools
4) Academy - can offer the same as 3) above

It is about sustainable improvement through a high calibre of leadership and management. The evidence gathered showed 2 Federations and the securing of effective Leadership had made significant improvement to outcomes or as relatively recent are making good steps to tackle standard of teaching, assessment and individual targets. Federations also provided advantages through opportunities to share resources and pool staff, and use budgets to bring in joint support that they needed.

A further contributory factor to variations is the engagement of governors in primary schools and their skills. One of the reasons that the Government has given for schools moving to Academies is that there is evidence that Academy Governors are more challenging, but there is no reason why all school Governors should not challenge. There is a need to raise expectations. It is about succession planning for a new generation of headteachers and a new generation of governors – understanding what to do.

Schools have spheres of influence. The emphasis is on keeping schools focused on learning, in a distracting environment whether through building programmes, academy status and issues re preventative services. Schools need to focus on what they are good at, and things they can do or influence but they can't solve the social situation. There are 3 ways in which schools work

4. What schools can do – functions within their gift – such as leadership and management
5. Things that school can influence – which are partially in their git  e.g. parents and the wider community
6. Factors outside their gift to do anything about e.g. housing, poverty – they can respond to government policy but can't change bigger things

From the evidence the successful schools controlled and changed what they could in school and then needed to reach across to community and that is a slower process. Schools were successful where they supported their families and communities and took a "whole child" approach to education; and developed the school-based workforce to build their skills in working across school-home boundaries and addressing social and emotional development, physical and mental health and well-being.

The impact of low levels of entry in the early years was a factor. What is evident is that overall improvements in the Foundation Stage have been achieved and expect that this improvement to continue to be evidenced within both KS 1 results (which are demonstrating on year improvements) through to KS 2. Fundamental to this is for schools to value and build on previous learning and therefore transition as well as a shared understanding of quality first teaching is fundamental for quality learning.

A further factor to consider is that where interventions are delivered how are these assessed and evaluated but fundamentally do they close the gap long term or do they merely bring up a child up to expected levels but following the withdrawal of the intervention, the child "drops back" to below the expected level. There is more to do and there is need to link Children centres, nurseries and primary schools to consider the pupils learning journey as a whole, sharing practice and training.

# APPENDICES

# Appendix 1

**Performance vs Statistical Neighbours/National Indicators**

Kent monitors performance against National Indicators as well as 10 statistical neighbours (East Sussex, Essex, Lancashire, Nottinghamshire, Northamptonshire, Staffordshire, Swindon, Warwickshire, West Sussex and Worcestershire). In summary, our performance at each key stage is as follows. The results show a county-wide level of performance frequently in-line with, and often exceeding national averages and statistical neighbours.

## Foundation Stage

61% of children now reach the level of development considered as good. This is the fifth year in succession that Kent's Foundation Stage outcomes have shown improvement, and Kent's performance now exceeds national performance, and is in the upper quartile of all authorities.

In addition, for the fourth year in succession Kent has reduced the achievement gap between children in the lowest 20% of the cohort and their peers, further extending performance when compared against the national average.

## KS1

At Level 2b for Reading, results improved by 0.6% from last year, with Kent schools achieving 72.3%, which is above national performance. At the higher Level 3, Kent schools continue to perform above the national average by 1%. As a result of these improvements, the average point score for reading in Kent has risen to its highest level of 15.8 and is above national levels.

In writing, at Level 2, standards improved by 1% against 2009 level results to give the best ever performance for Kent. Standards improved slightly at Level 2b with performance just below the national average. Standards at the higher Level 3 exceed the national level by 1.7%.

Standards in mathematics at Level 2 were maintained in Kent and in national performance. At Level 2b Kent's performance is now ahead of national, which dipped by 1%. At the higher Level 3, Kent schools are slightly above the national average.

At Level 2 in reading, Kent was in line with national performance at 85% and in joint 8th place with Nottinghamshire. Kent's performance at Level 2 in writing was slightly below the national performance and in joint 9th place with Lancashire in the ranking of statistical neighbours. Level 2 performance in mathematics was equal to the national average of 89% and was joint 9th in the rankings with Lancashire and East Sussex.

At the higher level 3, Kent was ranked joint 7th for reading and 6th for writing. At Key Stage 1, L2, Kent's girls out-performed boys in all subjects. In Mathematics the gap between girls and boys performance equalled that of its statistical neighbours and the national performance at 3%.

## KS2

In 2010, Kent improved its performance in English and Mathematics combined by 2%, from 68% to 70%. The number of schools below the (then) 55% national floor target reduced from 78 to 64.

Pupil progress by two levels between Key Stages 1 to 2 was 82.8% in English (National Indicator 93), an increase of 1.5% on 2009, and 77% in Mathematics (National Indicator 94), a decrease of 1.5% from 2009.

**KS4**

In 2010, pupils achieved their best ever results with 79.3% achieving 5+ A*-C at GCSE or equivalent, a further 6.3% improvement on performance in 2009 (73%). This ranks Kent first amongst its statistical neighbours and is 3.9% above the national figure (75.4%).

For 5A*-C including English and mathematics Kent achieved 56.8%, this is 3.4% above the national and earns the county second position amongst statistical neighbours.

**Note:** *please note that the submission document was written in March2010 and all figures and percentages have changed with 2011 results.*

**(Source: KCC. Kent Challenge – tackling underperformance April 2010)**

# Appendix 2: Deprivation (IMD and SOA) data January 2008 and January 2010 (see end note)

Figure 1: Ethnicity of Kent Pupils Living in Lowest 30% SOA - January 2010
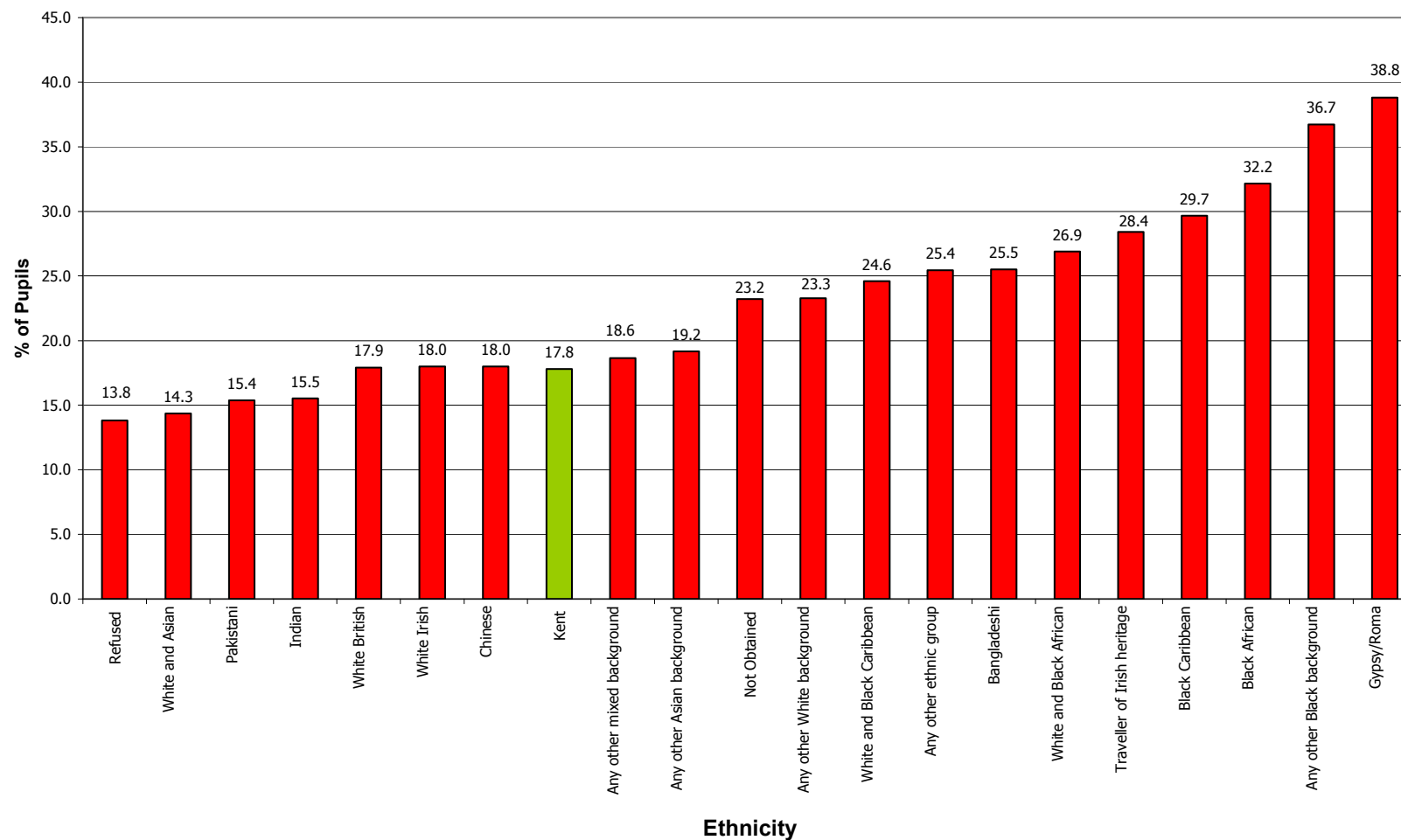
Figure 2: Kent IMD score and Ethnicity By lowest 30% SOA

| District | IMD 2008 Score | IMD 2008 Rank (out of 454) | IMD 2010 Score | IMD 2010 Rank (out of 449) | % in Lowest 30% SOA 2008 | % in Lowest 30% SOA 2008 with FSM | % in Lowest 30% SOA 2008 with SEN | % in Lowest 30% SOA 2008 Ethnic Minority | % in Lowest 30% SOA 2010 | % in Lowest 30% SOA 2010 with FSM | % in Lowest 30% SOA 2010 with SEN | % in Lowest 30% SOA 2010 Ethnic Minority |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 15.1 | 8 | 14.9 | 8 | 13.4 | 25.3 | 29.8 | 15.1 | 12.9 | 33.3 | 30.5 | 18.4 |
| Canterbury | 17.3 | 7 | 17.2 | 7 | 18.6 | 24.1 | 38.2 | 13.8 | 18.3 | 30.9 | 36.2 | 14.5 |
| Dartford | 18.2 | 6 | 18.2 | 6 | 27.5 | 18.2 | 29.1 | 18.5 | 27.6 | 21.7 | 28.4 | 23.0 |
| Dover | 20.8 | 5 | 20.7 | 5 | 24.0 | 21.8 | 33.6 | 10.7 | 23.3 | 31.5 | 33.9 | 15.1 |
| Gravesham | 22.0 | 4 | 22.1 | 3 | 27.1 | 23.0 | 31.2 | 28.8 | 26.9 | 25.9 | 31.7 | 33.4 |
| Maidstone | 14.0 | 9 | 14.2 | 9 | 10.9 | 28.3 | 45.3 | 9.4 | 10.2 | 33.3 | 40.2 | 11.3 |
| Sevenoaks | 11.2 | 12 | 11.0 | 12 | 6.3 | 25.3 | 24.0 | 24.2 | 5.9 | 28.5 | 25.5 | 25.3 |
| Shepway | 22.2 | 3 | 22.0 | 4 | 26.6 | 25.3 | 31.4 | 21.5 | 26.0 | 28.4 | 33.2 | 26.1 |
| Swale | 22.6 | 2 | 23.4 | 2 | 31.3 | 22.6 | 36.8 | 9.8 | 34.2 | 30.0 | 37.5 | 10.6 |
| Thanet | 29.9 | 1 | 29.9 | 1 | 45.1 | 24.3 | 39.7 | 12.8 | 44.2 | 30.4 | 42.1 | 16.1 |
| Tonbridge and Malling | 11.4 | 11 | 11.1 | 11 | 2.3 | 25.8 | 37.1 | 10.4 | 2.3 | 37.7 | 33.2 | 11.8 |
| Tunbridge Wells | 11.7 | 10 | 11.7 | 10 | 2.9 | 29.0 | 40.1 | 13.4 | 2.8 | 35.9 | 43.5 | 13.9 |
| **Kent Primary** | **18.2** | | **18.2** | | **20.0** | **23.5** | **35.2** | **15.6** | **19.9** | **29.3** | **35.6** | **18.4** |

**Note:** Appendix 2 figure 2: shows deprivation data from January 2008 and January 2010. There are columns for the Index of Multiple Deprivation (IMD) score for District and Kent. Also included is the percentage of pupils who live in the 30% Lowest Super Output Areas (SOA).

All postcodes fall into a SOA. These are smaller than wards and are the way in which the government measures deprivation. They typically include 1000-1500 houses. The DfE is focusing on the outcomes of pupils living in the 30% most deprived SOAs in the country. This analysis shows the percentage by district and Kent level who are resident in the 30% most deprived SOAs. It further splits this into pupils living within the 30% Lowest SOAs who are eligible for FSM, have SEN or are of an ethnic minority.

Looking at the Kent figures you can see that while the IMD score has remained the same, the FSM percentage for pupils living in the 30% SOAs has increased as has the percentage of ethnic minority pupils. Appendix 2 Figure 1: displays the January 2010 percentage of Kent pupils for each ethnic group who live in the lowest 30% SOA postcodes. 38.8% of Gypsy Roma pupils are resident within the 30% lowest SOAs compared to 17.9% of White British pupils.

# Appendix 3: KS2 2006 – 2010 results
(NB notes at end of appendix)

Appendix 3: Figure 1: KS2 2006 – 2010 results by District, LA, National and Statistical neighbour Level 4+ and Level 5+ English

| | KS2 2006 % L4+ English | KS2 2007 % L4+ English | KS2 2008 % L4+ English | KS2 2009 % L4+ English | KS2 2010 % L4+ English | KS2 2006 % L5+ English | KS2 2007 % L5+ English | KS2 2008 % L5+ English | KS2 2009 % L5+ English | KS2 2010 % L5+ English |
|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 76.2 | 80.3 | 80.8 | 79.4 | 77.5 | 29.1 | 32.8 | 27.7 | 27.5 | 27.9 |
| Canterbury | 77.6 | 78.7 | 75.0 | 74.7 | 77.2 | 32.3 | 31.4 | 24.5 | 28.2 | 29.5 |
| Dartford | 79.6 | 78.3 | 82.3 | 77.6 | 76.2 | 34.0 | 32.1 | 31.9 | 27.1 | 25.4 |
| Dover | 73.3 | 75.5 | 74.8 | 77.0 | 78.3 | 25.1 | 28.5 | 23.4 | 26.5 | 25.1 |
| Gravesham | 78.4 | 76.4 | 80.9 | 76.9 | 77.1 | 31.5 | 30.7 | 31.1 | 28.3 | 30.2 |
| Maidstone | 78.8 | 80.9 | 81.8 | 80.8 | 79.0 | 33.1 | 37.8 | 32.8 | 33.5 | 34.8 |
| Sevenoaks | 81.6 | 85.0 | 84.1 | 84.9 | 85.7 | 41.8 | 39.3 | 37.7 | 34.4 | 40.0 |
| Shepway | 74.9 | 74.6 | 76.2 | 74.9 | 75.7 | 28.3 | 29.7 | 27.6 | 27.5 | 27.2 |
| Swale | 71.5 | 72.8 | 72.3 | 70.2 | 73.8 | 24.9 | 24.3 | 21.3 | 19.2 | 25.2 |
| Thanet | 71.6 | 73.6 | 71.3 | 72.8 | 72.3 | 24.9 | 25.9 | 22.7 | 20.7 | 26.1 |
| Tonbridge and Malling | 81.1 | 83.4 | 86.0 | 81.5 | 83.5 | 37.1 | 37.7 | 34.4 | 32.6 | 37.6 |
| Tunbridge Wells | 81.4 | 83.0 | 81.9 | 81.7 | 80.7 | 39.2 | 42.9 | 37.2 | 35.3 | 31.3 |
| **Kent** | **77** | **77** | **79** | **78** | **78** | **31** | **32** | **29** | **28** | **30** |
| **National** | **79** | **80** | **81** | **80** | **80** | **32** | **34** | **30** | **29** | **33** |
| Bedfordshire | 80 | 81 | 82 | N/A | N/A | 31 | 32 | 30 | N/A | N/A |
| East Sussex | 78 | 80 | 81 | 79 | 80 | 31 | 33 | 27 | 29 | 30 |
| Essex | 80 | 80 | 82 | 80 | 80 | 31 | 33 | 29 | 28 | 31 |
| Lancashire | 81 | 81 | 82 | 81 | 82 | 32 | 33 | 30 | 29 | 34 |
| Northamptonshire | 80 | 80 | 81 | 81 | 80 | 31 | 31 | 27 | 28 | 32 |
| Nottinghamshire | N/A | N/A | N/A | 82 | 81 | N/A | N/A | N/A | 31 | 34 |
| Staffordshire | 80 | 81 | 83 | 81 | 81 | 31 | 33 | 31 | 28 | 32 |
| Swindon | 78 | 81 | 81 | 81 | 80 | 31 | 35 | 30 | 29 | 32 |
| Warwickshire | 82 | 84 | 84 | 84 | 83 | 37 | 38 | 30 | 33 | 36 |
| West Sussex | 80 | 82 | 82 | 81 | 80 | 32 | 37 | 30 | 30 | 31 |
| Worcestershire | 81 | 80 | 80 | 80 | 79 | 32 | 33 | 28 | 28 | 31 |

Source: DfE and Keypas

Appendix 3: Figure 2: KS2 2006 – 2010 results by District, LA, National and Statistical neighbour Level 4+ and Level 5+ Reading

| | KS2 2006 % L4+ Reading | KS2 2007 % L4+ Reading | KS2 2008 % L4+ Reading | KS2 2009 % L4+ Reading | KS2 2010 % L4+ Reading | KS2 2006 % L5+ Reading | KS2 2007 % L5+ Reading | KS2 2008 % L5+ Reading | KS2 2009 % L5+ Reading | KS2 2010 % L5+ Reading |
|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 79.7 | 82.8 | 86.1 | 84.8 | 81.1 | 42.9 | 45.9 | 47.5 | 44.6 | 45.0 |
| Canterbury | 80.1 | 81.4 | 82.9 | 83.2 | 82.0 | 45.7 | 46.5 | 42.8 | 43.8 | 46.9 |
| Dartford | 82.4 | 81.8 | 87.2 | 83.8 | 81.6 | 45.3 | 47.1 | 47.7 | 43.2 | 44.2 |
| Dover | 78.4 | 79.0 | 82.3 | 83.4 | 82.4 | 40.7 | 40.0 | 42.9 | 43.0 | 45.5 |
| Gravesham | 80.3 | 79.9 | 86.0 | 81.7 | 81.2 | 45.5 | 44.2 | 48.0 | 44.9 | 48.2 |
| Maidstone | 81.4 | 82.6 | 88.0 | 85.5 | 84.2 | 47.4 | 50.6 | 52.1 | 50.1 | 53.6 |
| Sevenoaks | 86.0 | 86.0 | 89.1 | 88.7 | 88.8 | 54.7 | 53.7 | 56.7 | 55.5 | 58.6 |
| Shepway | 79.7 | 78.3 | 83.0 | 81.5 | 82.1 | 42.0 | 42.3 | 44.2 | 43.2 | 45.8 |
| Swale | 76.0 | 79.0 | 80.5 | 79.2 | 79.0 | 38.4 | 39.2 | 40.3 | 37.5 | 43.1 |
| Thanet | 76.0 | 77.2 | 78.1 | 79.1 | 76.4 | 38.0 | 38.6 | 39.8 | 37.7 | 41.0 |
| Tonbridge and Malling | 85.7 | 87.8 | 90.4 | 87.8 | 86.4 | 53.4 | 51.6 | 53.5 | 50.2 | 56.0 |
| Tunbridge Wells | 85.0 | 84.1 | 86.4 | 86.8 | 83.8 | 54.0 | 55.3 | 53.7 | 53.1 | 50.6 |
| **Kent** | **81** | **82** | **82** | **84** | **83** | **45** | **46** | **48** | **45** | **49** |
| **National** | **83** | **84** | **87** | **86** | **83** | **47** | **48** | **49** | **47** | **50** |
| Bedfordshire | 84 | 84 | N/A | N/A | N/A | 47 | 49 | N/A | N/A | N/A |
| East Sussex | 82 | 84 | N/A | N/A | 84 | 47 | 47 | N/A | N/A | 50 |
| Essex | 84 | 85 | N/A | N/A | 84 | 47 | 48 | N/A | N/A | 50 |
| Lancashire | 84 | 85 | N/A | N/A | 85 | 47 | 49 | N/A | N/A | 51 |
| Northamptonshire | 84 | 84 | N/A | N/A | 84 | 47 | 47 | N/A | N/A | 49 |
| Nottinghamshire | N/A | N/A | N/A | N/A | 85 | N/A | N/A | N/A | N/A | 53 |
| Staffordshire | 84 | 85 | N/A | N/A | 85 | 47 | 49 | N/A | N/A | 50 |
| Swindon | 83 | 83 | N/A | N/A | 83 | 46 | 47 | N/A | N/A | 51 |
| Warwickshire | 86 | 86 | N/A | N/A | 86 | 53 | 52 | N/A | N/A | 54 |
| West Sussex | 84 | 85 | N/A | N/A | 84 | 47 | 51 | N/A | N/A | 49 |
| Worcestershire | 84 | 84 | N/A | N/A | 83 | 49 | 48 | N/A | N/A | 49 |

Source: DfE and Keypas

Appendix 3: Figure 3: KS2 2006 – 2010 results by District, LA, National and Statistical neighbour Level 4+ and Level 5+ Writing

| | KS2 2006 % L4+ Writing | KS2 2007 % L4+ Writing | KS2 2008 % L4+ Writing | KS2 2009 % L4+ Writing | KS2 2010 % L4+ Writing | KS2 2006 % L5+ Writing | KS2 2007 % L5+ Writing | KS2 2008 % L5+ Writing | KS2 2009 % L5+ Writing | KS2 2010 % L5+ Writing |
|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 61.2 | 63.5 | 66.7 | 66.6 | 68.7 | 17.3 | 18.1 | 18.6 | 18.4 | 17.1 |
| Canterbury | 65.6 | 66.2 | 59.3 | 62.3 | 65.7 | 20.0 | 17.7 | 15.1 | 18.5 | 17.7 |
| Dartford | 69.0 | 64.7 | 68.9 | 64.9 | 62.3 | 19.6 | 19.1 | 22.2 | 17.1 | 14.7 |
| Dover | 57.3 | 61.0 | 59.7 | 65.5 | 65.5 | 13.7 | 17.1 | 14.8 | 18.2 | 16.4 |
| Gravesham | 64.3 | 61.9 | 68.7 | 66.4 | 67.6 | 12.8 | 19.6 | 22.1 | 19.9 | 18.2 |
| Maidstone | 66.3 | 69.4 | 68.5 | 70.8 | 67.9 | 19.0 | 23.0 | 22.0 | 22.4 | 22.9 |
| Sevenoaks | 70.3 | 73.1 | 74.0 | 73.8 | 76.4 | 27.8 | 24.3 | 28.2 | 23.1 | 25.9 |
| Shepway | 58.8 | 61.0 | 61.7 | 63.4 | 63.3 | 16.6 | 18.5 | 18.4 | 18.2 | 14.6 |
| Swale | 58.1 | 60.3 | 56.3 | 56.3 | 61.5 | 13.4 | 14.8 | 14.8 | 13.1 | 15.9 |
| Thanet | 59.4 | 57.9 | 59.4 | 60.3 | 61.4 | 13.7 | 16.1 | 14.9 | 12.2 | 16.2 |
| Tonbridge and Malling | 66.2 | 71.8 | 72.9 | 67.8 | 73.7 | 19.2 | 23.1 | 23.7 | 20.7 | 25.5 |
| Tunbridge Wells | 66.8 | 73.8 | 70.1 | 69.5 | 69.1 | 23.7 | 26.9 | 28.0 | 22.8 | 20.3 |
| **Kent** | **63** | **65** | **67** | **65** | **67** | **18** | **20** | **19** | **19** | **19** |
| **National** | **67** | **67** | **68** | **68** | **71** | **18** | **19** | **20** | **20** | **21** |
| Bedfordshire | 66 | 65 | N/A | N/A | N/A | 15 | 18 | N/A | N/A | N/A |
| East Sussex | 64 | 67 | N/A | N/A | 69 | 15 | 19 | N/A | N/A | 18 |
| Essex | 67 | 66 | N/A | N/A | 69 | 16 | 18 | N/A | N/A | 19 |
| Lancashire | 68 | 67 | N/A | N/A | 73 | 18 | 18 | N/A | N/A | 22 |
| Northamptonshire | 66 | 65 | N/A | N/A | 69 | 16 | 18 | N/A | N/A | 20 |
| Nottinghamshire | N/A | N/A | N/A | N/A | 71 | N/A | N/A | N/A | N/A | 21 |
| Staffordshire | 67 | 67 | N/A | N/A | 71 | 17 | 18 | N/A | N/A | 20 |
| Swindon | 68 | 68 | N/A | N/A | 69 | 17 | 22 | N/A | N/A | 20 |
| Warwickshire | 70 | 71 | N/A | N/A | 73 | 20 | 23 | N/A | N/A | 21 |
| West Sussex | 66 | 70 | N/A | N/A | 75 | 17 | 21 | N/A | N/A | 20 |
| Worcestershire | 67 | 66 | N/A | N/A | 70 | 17 | 19 | N/A | N/A | 20 |

Source: DfE and Keypas

Appendix 3: Figure 4: KS2 2006 – 2010 results by District, LA, National and Statistical neighbour Level 4+ and Level 5+ Maths

| | KS2 2006 % L4+ Maths | KS2 2007 % L4+ Maths | KS2 2008 % L4+ Maths | KS2 2009 % L4+ Maths | KS2 2010 % L4+ Maths | KS2 2006 % L5+ Maths | KS2 2007 % L5+ Maths | KS2 2008 % L5+ Maths | KS2 2009 % L5+ Maths | KS2 2010 % L5+ Maths |
|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 70.6 | 73.9 | 75.2 | 74.8 | 76.7 | 28.5 | 31.4 | 26.4 | 33.0 | 29.1 |
| Canterbury | 71.9 | 76.2 | 74.7 | 73.9 | 73.4 | 31.3 | 32.5 | 28.9 | 33.3 | 34.0 |
| Dartford | 73.7 | 76.8 | 78.5 | 76.5 | 77.5 | 32.4 | 30.5 | 32.3 | 33.9 | 32.1 |
| Dover | 69.8 | 72.0 | 69.5 | 73.9 | 78.2 | 25.9 | 28.2 | 24.9 | 28.0 | 32.4 |
| Gravesham | 74.4 | 69.6 | 75.7 | 74.8 | 75.2 | 34.9 | 29.6 | 31.5 | 34.6 | 32.7 |
| Maidstone | 72.0 | 73.9 | 76.6 | 76.6 | 77.5 | 33.8 | 33.4 | 34.3 | 35.8 | 34.8 |
| Sevenoaks | 78.6 | 83.0 | 81.7 | 81.9 | 83.3 | 43.1 | 42.0 | 40.0 | 44.0 | 41.7 |
| Shepway | 73.0 | 73.6 | 73.1 | 76.1 | 75.6 | 29.8 | 25.8 | 27.2 | 30.6 | 30.4 |
| Swale | 67.9 | 66.0 | 69.6 | 70.6 | 73.1 | 24.3 | 24.1 | 22.0 | 24.7 | 28.5 |
| Thanet | 63.7 | 67.3 | 67.8 | 66.6 | 71.0 | 24.0 | 26.5 | 24.8 | 24.8 | 27.8 |
| Tonbridge and Malling | 77.8 | 77.1 | 81.5 | 78.3 | 82.0 | 39.9 | 39.9 | 36.3 | 40.7 | 43.1 |
| Tunbridge Wells | 75.8 | 76.6 | 78.3 | 77.3 | 78.2 | 40.0 | 40.2 | 38.5 | 38.3 | 38.2 |
| **Kent** | **72** | **73** | **75** | **75** | **77** | **32** | **31** | **30** | **33** | **34** |
| **National** | **76** | **77** | **79** | **79** | **79** | **33** | **32** | **31** | **35** | **34** |
| Bedfordshire | 77 | 76 | 78 | N/A | N/A | 34 | 32 | 31 | N/A | N/A |
| East Sussex | 74 | 76 | 77 | 76 | 77 | 31 | 30 | 28 | 30 | 29 |
| Essex | 76 | 77 | 78 | 79 | 80 | 33 | 33 | 31 | 33 | 33 |
| Lancashire | 78 | 79 | 80 | 81 | 82 | 34 | 33 | 31 | 36 | 35 |
| Northamptonshire | 74 | 77 | 76 | 77 | 78 | 31 | 30 | 29 | 32 | 32 |
| Nottinghamshire | N/A | N/A | N/A | 82 | 83 | N/A | N/A | N/A | 37 | 38 |
| Staffordshire | 77 | 78 | 80 | 79 | 81 | 32 | 33 | 32 | 35 | 35 |
| Swindon | 76 | 78 | 80 | 79 | 80 | 34 | 32 | 33 | 34 | 31 |
| Warwickshire | 78 | 79 | 81 | 82 | 82 | 38 | 36 | 35 | 39 | 37 |
| West Sussex | 75 | 77 | 79 | 78 | 78 | 32 | 32 | 30 | 33 | 31 |
| Worcestershire | 75 | 75 | 77 | 77 | 77 | 32 | 30 | 30 | 33 | 32 |

Source: DfE and Keypas

Appendix 3: Figure 5: KS2 2006 – 2010 results by District, LA, National and Statistical neighbour Level 4+ and Level 5+ Science

| | KS2 2006 % L4+ Science | KS2 2007 % L4+ Science | KS2 2008 % L4+ Science | KS2 2009 % L4+ Science | KS2 2010 % L4+ Science | KS2 2006 % L5+ Science | KS2 2007 % L5+ Science | KS2 2008 % L5+ Science | KS2 2009 % L5+ Science | KS2 2010 % L5+ Science |
|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 82.8 | 87.0 | 83.9 | 84.6 | 83.9 | 37.4 | 40.6 | 35.8 | 36.2 | 34.2 |
| Canterbury | 85.4 | 88.6 | 83.5 | 86.2 | 86.6 | 42.0 | 44.5 | 37.9 | 38.1 | 34.8 |
| Dartford | 85.8 | 85.2 | 80.3 | 84.7 | 94.2 | 42.1 | 41.3 | 34.3 | 36.5 | 35.9 |
| Dover | 84.2 | 81.6 | 80.7 | 84.7 | 95.2 | 36.9 | 33.2 | 31.5 | 35.1 | 36.4 |
| Gravesham | 84.4 | 82.8 | 84.1 | 82.2 | 79.8 | 44.3 | 39.2 | 39.0 | 41.0 | 33.2 |
| Maidstone | 83.7 | 83.7 | 86.5 | 85.2 | 84.4 | 43.4 | 39.7 | 43.5 | 38.1 | 39.5 |
| Sevenoaks | 88.5 | 90.0 | 88.2 | 90.8 | 91.5 | 47.8 | 46.6 | 43.3 | 47.1 | 45.7 |
| Shepway | 83.4 | 83.2 | 81.9 | 84.2 | 83.1 | 37.4 | 33.2 | 32.5 | 36.1 | 30.6 |
| Swale | 83.2 | 80.4 | 81.8 | 85.0 | 88.4 | 36.6 | 32.9 | 31.0 | 32.4 | 29.9 |
| Thanet | 74.3 | 81.3 | 77.6 | 79.5 | 83.0 | 32.0 | 31.6 | 30.9 | 29.4 | 24.6 |
| Tonbridge and Malling | 89.7 | 89.8 | 91.5 | 89.7 | 92.4 | 50.7 | 47.1 | 46.5 | 47.6 | 46.7 |
| Tunbridge Wells | 86.2 | 87.7 | 88.0 | 87.7 | 97.0 | 49.2 | 46.0 | 48.1 | 41.7 | 44.9 |
| **Kent** | **84** | **84** | **85** | **85** | **84** | **41** | **39** | **38** | **38** | **34** |
| **National** | **87** | **88** | **88** | **88** | **85** | **46** | **46** | **44** | **43** | **37** |
| Bedfordshire | 89 | 89 | 88 | N/A | N/A | 48 | 46 | 45 | N/A | N/A |
| East Sussex | 87 | 88 | 88 | 87 | 83 | 44 | 44 | 39 | 37 | 32 |
| Essex | 88 | 88 | 88 | 89 | 85 | 46 | 46 | 42 | 41 | 34 |
| Lancashire | 88 | 88 | 89 | 89 | 86 | 47 | 48 | 44 | 44 | 39 |
| Northamptonshire | 87 | 88 | 87 | 89 | 85 | 47 | 46 | 43 | 42 | 36 |
| Nottinghamshire | N/A | N/A | N/A | 92 | 87 | N/A | N/A | N/A | 47 | 39 |
| Staffordshire | 88 | 90 | 90 | 89 | 89 | 47 | 49 | 46 | 45 | 41 |
| Swindon | 88 | 88 | 90 | 89 | 86 | 48 | 47 | 46 | 42 | 37 |
| Warwickshire | 90 | 90 | 90 | 91 | 87 | 51 | 51 | 49 | 48 | 40 |
| West Sussex | 89 | 90 | 89 | 89 | 86 | 47 | 47 | 43 | 43 | 37 |
| Worcestershire | 89 | 88 | 89 | 89 | 86 | 48 | 46 | 43 | 44 | 38 |

Source: DfE and Keypas

Appendix 3: Figure 6: KS2 2006 – 2010 results by District, LA, National and Statistical neighbour Level 4+ and Level 5+ English & Maths

| | KS2 2006 % L4+ English & Maths | KS2 2007 % L4+ English & Maths | KS2 2008 % L4+ English & Maths | KS2 2009 % L4+ English & Maths | KS2 2010 % L4+ English & Maths | KS2 2006 % L5+ English & Maths | KS2 2007 % L5+ English & Maths | KS2 2008 % L5+ English & Maths | KS2 2009 % L5+ English & Maths | KS2 2010 % L5+ English & Maths |
|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 65.3 | 66.4 | 70.9 | 69.0 | 69.0 | 18.2 | 20.2 | 16.2 | 18.7 | 17.9 |
| Canterbury | 65.5 | 68.0 | 67.1 | 65.3 | 67.3 | 21.5 | 22.1 | 17.5 | 20.7 | 22.4 |
| Dartford | 67.3 | 69.3 | 74.6 | 70.2 | 69.2 | 21.8 | 20.5 | 21.7 | 19.0 | 18.0 |
| Dover | 62.6 | 63.5 | 63.5 | 67.5 | 71.1 | 15.9 | 16.7 | 15.2 | 17.5 | 18.3 |
| Gravesham | 68.1 | 64.4 | 71.2 | 69.7 | 69.5 | 21.9 | 19.6 | 20.7 | 19.2 | 21.0 |
| Maidstone | 67.9 | 69.4 | 71.7 | 70.5 | 71.0 | 23.5 | 24.5 | 22.8 | 23.3 | 24.6 |
| Sevenoaks | 73.1 | 75.9 | 76.8 | 77.0 | 78.8 | 32.1 | 29.1 | 28.8 | 27.0 | 30.5 |
| Shepway | 65.1 | 63.4 | 67.3 | 67.9 | 67.4 | 19.0 | 16.4 | 16.9 | 18.1 | 18.0 |
| Swale | 60.0 | 59.8 | 62.3 | 61.6 | 65.7 | 16.0 | 15.3 | 11.8 | 12.0 | 18.2 |
| Thanet | 57.3 | 58.9 | 61.2 | 59.6 | 63.0 | 15.0 | 17.0 | 13.4 | 13.0 | 17.6 |
| Tonbridge and Malling | 72.1 | 72.5 | 77.6 | 73.0 | 76.2 | 27.5 | 27.4 | 25.4 | 25.0 | 28.6 |
| Tunbridge Wells | 69.9 | 72.6 | 73.6 | 72.0 | 72.5 | 28.2 | 29.7 | 26.8 | 26.0 | 23.8 |
| **Kent** | **65.9** | **66.7** | **69** | **68** | **70** | **21.4** | **21.4** | **19** | **20** | **22** |
| **National** | **N/A** | **N/A** | **73** | **72** | **73** | **N/A** | **N/A** | **19** | **20** | **23** |
| Bedfordshire | N/A | N/A | 72 | N/A | N/A | N/A | N/A | 18 | N/A | N/A |
| East Sussex | N/A | N/A | 71 | 69 | 72 | N/A | N/A | 17 | 18 | 20 |
| Essex | N/A | N/A | 72 | 72 | 73 | N/A | N/A | 19 | 19 | 21 |
| Lancashire | N/A | N/A | 73 | 74 | 76 | N/A | N/A | 18 | 21 | 24 |
| Northamptonshire | N/A | N/A | 68 | 71 | 72 | N/A | N/A | 16 | 19 | 21 |
| Nottinghamshire | N/A | N/A | N/A | 76 | 76 | N/A | N/A | N/A | 22 | 25 |
| Staffordshire | N/A | N/A | 74 | 73 | 74 | N/A | N/A | 19 | 20 | 23 |
| Swindon | N/A | N/A | 73 | 74 | 73 | N/A | N/A | 18 | 20 | 21 |
| Warwickshire | N/A | N/A | 76 | 77 | 77 | N/A | N/A | 23 | 23 | 25 |
| West Sussex | N/A | N/A | 72 | 72 | 72 | N/A | N/A | 18 | 20 | 20 |
| Worcestershire | N/A | N/A | 70 | 71 | 71 | N/A | N/A | 17 | 19 | 20 |

Source: DfE and Keypas

**Notes:**

2006 and 2007 Reading and Writing data is only released provisionally

2008 and 2009 Reading and Writing data not published by LA

English and Maths indicator not published by DfE until 2008

2009 Data excludes Shoreham School (Sevenoaks)

2010 Data excludes schools who boycotted the KS2 Tests

2010 Science data is for Teacher Assessment (Science Test discontinued)

Due to Local government reorganisation, Bedfordshire stopped  being our statistical neighbour in 2009 and Nottinghamshire joined our group of LAs.

**Appendix 4: KS2 2010 - FSM data for District, Kent, National and Statistical Neighbours** (notes at end of Appendix)

Figure 1: KS2 2010 FSM data for District, Kent, National and Statistical Neighbours – L4+ English, L4+ Maths, L4+ English & Maths.

| District, LA, National or Statistical Neighbour | Number FSM Pupils | Number Non FSM Pupils | % L4+ English FSM | % L4+ English Non FSM | % L4+ English All | % L4+ Maths FSM | % L4+ Maths Non FSM | % L4+ Maths All | % L4+ English AND Maths FSM | % L4+ English AND Maths Non FSM | % L4+ English AND Maths All |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ashford | 181 | 1224 | 58.0 | 80.4 | 77.5 | 59.7 | 79.2 | 76.7 | 44.8 | 72.5 | 69.0 |
| Canterbury | 204 | 1197 | 54.4 | 81.1 | 77.2 | 54.4 | 76.6 | 73.4 | 43.1 | 71.4 | 67.3 |
| Dartford | 118 | 852 | 53.4 | 79.3 | 76.2 | 55.9 | 80.5 | 77.5 | 46.6 | 72.3 | 69.2 |
| Dover | 153 | 838 | 65.4 | 80.8 | 78.3 | 66.7 | 80.4 | 78.2 | 56.2 | 74.0 | 71.1 |
| Gravesham | 172 | 973 | 61.6 | 80.0 | 77.1 | 59.3 | 78.1 | 75.2 | 49.4 | 73.1 | 69.5 |
| Maidstone | 168 | 1431 | 53.6 | 82.0 | 79.0 | 58.3 | 79.7 | 77.5 | 42.9 | 74.4 | 71.0 |
| Sevenoaks | 99 | 1083 | 69.7 | 87.2 | 85.7 | 69.7 | 84.6 | 83.3 | 56.6 | 80.8 | 78.8 |
| Shepway | 194 | 924 | 57.2 | 79.8 | 75.7 | 61.9 | 78.6 | 75.6 | 46.4 | 71.9 | 67.4 |
| Swale | 229 | 1195 | 46.3 | 79.2 | 73.8 | 53.3 | 77.0 | 73.1 | 41.0 | 70.5 | 65.7 |
| Thanet | 232 | 1101 | 52.6 | 76.6 | 72.3 | 55.6 | 74.3 | 71.0 | 44.0 | 67.1 | 63.0 |
| Tonbridge and Malling | 120 | 1222 | 55.8 | 86.3 | 83.5 | 60.8 | 84.0 | 82.0 | 42.5 | 79.5 | 76.2 |
| Tunbridge Wells | 106 | 847 | 55.7 | 83.8 | 80.7 | 47.2 | 81.9 | 78.2 | 36.8 | 77.0 | 72.5 |
| **Kent** | **1988** | **12922** | **56** | **81** | **78** | **59** | **80** | **77** | **46** | **74** | **70** |
| **National** | | | **64** | **83** | **80** | **66** | **83** | **80** | **56** | **77** | **73** |
| East Sussex | 381 | 2968 | 57 | 82 | 79 | 56 | 81 | 78 | 48 | 75 | 71 |
| Essex | 1522 | 11975 | 60 | 83 | 80 | 60 | 83 | 80 | 49 | 76 | 73 |
| Lancashire | # | # | # | # | # | # | # | # | # | # | # |
| Northamptonshire | 606 | 5355 | 58 | 82 | 80 | 59 | 80 | 78 | 49 | 74 | 71 |
| Nottinghamshire | 827 | 5505 | 58 | 84 | 81 | 65 | 86 | 83 | 52 | 79 | 76 |
| Staffordshire | 877 | 6301 | 59 | 84 | 81 | 64 | 83 | 81 | 51 | 77 | 74 |
| Swindon | 303 | 1948 | 64 | 82 | 80 | 69 | 81 | 79 | 58 | 75 | 73 |
| Warwickshire | 562 | 4395 | 64 | 86 | 83 | 64 | 84 | 82 | 54 | 80 | 77 |
| West Sussex | 434 | 4810 | 62 | 82 | 80 | 58 | 80 | 78 | 49 | 74 | 72 |
| Worcestershire | 695 | 4842 | 53 | 83 | 79 | 52 | 81 | 77 | 42 | 75 | 71 |

Source: DfE and May 2010 School census

Figure 2: KS2 2010 FSM data for District, Kent, National and Statistical Neighbours FSM gap for L4+ English, Maths and English & Maths combined

| District, LA, National or Statistical Neighbour | Gap Between FSM and Non FSM - % L4+ English | Gap Between FSM and Non FSM - % L4+ Maths | Gap Between FSM and Non FSM - % L4+ English AND Maths |
|---|---|---|---|
| Ashford | -22.4 | -19.5 | -27.7 |
| Canterbury | -26.7 | -22.2 | -28.3 |
| Dartford | -25.9 | -24.6 | -25.7 |
| Dover | -15.4 | -13.7 | -17.8 |
| Gravesham | -18.4 | -18.8 | -23.7 |
| Maidstone | -28.4 | -21.4 | -31.5 |
| Sevenoaks | -17.5 | -14.9 | -24.2 |
| Shepway | -22.6 | -16.7 | -25.5 |
| Swale | -32.9 | -23.7 | -29.5 |
| Thanet | -24.0 | -18.7 | -23.1 |
| Tonbridge and Malling | -30.5 | -23.2 | -37.0 |
| Tunbridge Wells | -28.1 | -34.7 | -40.2 |
| **Kent** | **-25.0** | **-21.0** | **-28.0** |
| **National** | **-19.0** | **-17.0** | **-21.0** |
| East Sussex | -25.0 | -25.0 | -27.0 |
| Essex | -23.0 | -23.0 | -27.0 |
| Lancashire | # | # | # |
| Northamptonshire | -24.0 | -21.0 | -25.0 |
| Nottinghamshire | -26.0 | -21.0 | -27.0 |
| Staffordshire | -25.0 | -19.0 | -26.0 |
| Swindon | -18.0 | -12.0 | -17.0 |
| Warwickshire | -22.0 | -20.0 | -26.0 |
| West Sussex | -20.0 | -22.0 | -25.0 |
| Worcestershire | -30.0 | -29.0 | -33.0 |

Source: DfE and May 2010 School census

**Notes:**
School (overall), Kent, National and Statistical Neighbour figures are DfE published data
School and District FSM figures are calculated from a matched MIU dataset
# - Not published due to KS2 boycott          * - Not published due to small cohort size

## Appendix 5:

Kent and Statistical neighbours

| LA | FSM rate* (%) 2009 | Achievement of Level 4 or above (%) 2009 | Gap Between FSM and Non FSM - % L4+ English AND Maths 2009 | Achievement of Level 4 or above (%) 2010 | Gap Between FSM and Non FSM - % L4+ English AND Maths 2010 |
|---|---|---|---|---|---|
| Warwickshire | 11.0 | 77 | -22 | 77 | -26 |
| Nottinghamshire | 13.4 | 75 | -23 | 76 | -27 |
| Essex | 10.5 | 72 | -23 | 73 | -27 |
| Lancashire | 14.4 | 74 | -24 | - | - |
| Swindon | 13.1 | 73 | -24 | 73 | -17 |
| Northamptonshire | 10.2 | 70 | -26 | 71 | -25 |
| Worcestershire | 10.4 | 70 | -27 | 71 | -33 |
| East Sussex | 12.4 | 69 | -27 | 71 | -27 |
| Staffordshire | 11.4 | 73 | -28 | 74 | -26 |
| West Sussex | 6.4 | 71 | -28 | 72 | -25 |
| Kent | 12.7 | 68 | -30 | 70 | -28 |
| National | | | | 73 | -21 |

Source: DfE and May 2010 School census. *Pupils eligible for free school meals based on Achievement and Attainment Tables

# Appendix 6: Details of Mosaic Analysis

<u>Relationship between attainment and deprivation in Kent Schools at Key Stage 2</u>.

To support this work, Research and Evaluation were commissioned to investigate possible links between the socio-demographic backgrounds of pupils and attainment using the customer segmentation tool Mosaic.

Mosaic is a classification system designed by Experian to profile the characteristics of the UK population. Each household in the UK is classified as belonging to one of 69 Types. The addresses of Year 6 pupils in Kent sitting their Key Stage 2 Statutory Assessment Tests (SATs) have been assigned to a Mosaic type and aggregated to create a profile of the types representative of pupils in this year group.

In the first instance, the attainment of each pupil has been appended to their Mosaic classification to ascertain if any of the Mosaic types are more or less likely to achieve Level 4 or above in English and Mathematics (the government's floor target is 60% of pupils achieving Level 4 or above in these subjects). Secondly, the pupil data is considered in relation to school performance. Schools are divided into 4 categories based on their attainment and deprivation status. The Mosaic profiles of pupils attending the relevant schools are assigned to each category to consider if certain Mosaic types potentially influence the performance of a school. Thirdly, the Mosaic profile for the whole of Kent is considered in relation to other Local Education Authorities (LEAs) in England to establish if Kent performs in line with similar comparators.

## 1. Linking attainment level to a Mosaic type

This section looks at the proportion of pupils in each Mosaic type that achieve Level 4 and above in English and Maths. The address of each pupil sitting the SATs in the years 2008, 2009 and 2010 is assigned to the Mosaic type. The data is then aggregated to show the proportion of each type achieving Level 4 and above. Combining the results for 3 years allows for any anomalies and increases the reliability of types which are representative of a small number of pupils.

The proportion of pupils of a given types which achieve Level 4 or above in English in Maths in Kent schools ranges from 100% to 0% of pupils although those achieving the extremes of the spectrum accounted for a very small number of pupils. Of the types, 45 of the 69 types demonstrated 60% or above of pupils achieving Level 4. The results for each type are shown in Annex 1 along with their attainment ranking. Generally, the more affluent the type, the higher the proportion of pupils attaining Level 4 and above in English and Mathematics will be, although there are some exceptions to this trend.

## 2. Influence of a school's Mosaic profile on their attainment

In this section the school context is taken into account by examining the school's attainment relative to it's deprivation (based on the proportion of pupils claiming free school meals), and then considering the impact and balance of the Mosaic types in the school. Examining the differences between schools based on their attainment and deprivation, Schools have been considered in four categories:

1. **High Free School Meals/ High Attainment** - Schools where **over 60%** of pupils achieve Level 4 in English and Mathematics at Key Stage 2 (the government's floor target) and the level of Free School Meals is **above** the county average (18.5%)

2. **Low Free School Meals / High Attainment** - Schools where **over 60%** of pupils achieve Level 4 in English and Mathematics at Key stage 2 and the level of Free Schools Meals is **below** the county average

3. **High Free School Meals / Low Attainment** - Schools where the proportion of pupils achieving Level 4 in English and Mathematics at Key Stage 2 is **below 60%** and the level of Free School Meals is **above** the county average

4. **Low Free School Meals / Low Attainment** Schools where the proportion of pupils achieving Level 4 in English and Mathematics at Key Stage 2 is **below 60%** and the level of Free School Meals is **below** the county average

Each school in Kent is allocated to one of the four categories based on the Key Stage 2 results and the proportion of year 6 pupils to be claiming free school meals.

The pupils attending the schools in each quadrant were grouped together to formulate 4 Mosaic profiles which can then be compared and any trends highlighted. The number of pupils attending schools which fall into each of the quadrants are shown in Table 1.

**Table 1: Number of pupils in year 6 attending schools in each quadrant**

| Number of pupils in each quadrant | 2008 | 2009 | 2010 | Combined |
|---|---|---|---|---|
| Above ave.FSM / above ave. attainment | 826 | 1,260 | 1,503 | 3,580 |
| Above ave.FSM / below ave. attainment | 2,049 | 2,015 | 2,578 | 6,618 |
| Below ave.FSM / above ave. attainment | 11,238 | 10,140 | 9,556 | 30,926 |
| Below ave.FSM / below ave. attainment | 1,795 | 1,874 | 1,836 | 5,503 |

Not all schools have been included in the analysis due to the small numbers sitting Key Stage 2 or where a school did not sit the SAT's papers. The counts for three of the categories are much smaller and could therefore lead to anomalies in some of the conclusions where a very small number of pupils are within an individual type. As a result, the analysis on the quadrants has been combined for all three year's worth of data to boost the sample and conclusions that can be drawn.

The types which account for the greatest proportion of the quadrants are set out below.

**High Free School Meals / Low Attainment**

**Table 2 : Types most representative of pupils attending schools with High Free School Meals and Low Attainment**

| Mosaic type | % of pupils |
|---|---|
| O68 Families with varied structures living on low rise social housing estates | 22 |
| K51 Often indebted families living in low rise estates | 17.6 |
| J45 Low income communities reliant on low skill industrial jobs | 6.5 |
| I43 Older town centres terraces with transient, single populations | 5.1 |
| E18 Industrial workers living comfortably in owner occupied semi | 4.1 |

## High Free School Meals / High Attainment

**Table 3 : Types most representative of pupils attending schools with High Free School Meals and High Attainment**

| Mosaic type | % of pupils |
|---|---|
| K51 Often indebted families living in low rise estates | 16.2 |
| O68 Families with varied structures living on low rise social housing estates | 14.3 |
| J45 Low income communities reliant on low skill industrial jobs | 8.2 |
| E18 Industrial workers living comfortably in owner occupied semi | 5.7 |
| H35 Childless new owner occupiers in cramped new homes | 3.9 |

## Low Free School Meals / High Attainment

**Table 4 : Types most representative of pupils attending schools with Low Free School Meals and High Attainment**

| Mosaic type | % of pupils |
|---|---|
| E18 Industrial workers living comfortably in owner occupied semis | 10.3 |
| K51 Often indebted families living in low rise estates | 8.1 |
| D13 Higher income older champions of village communities | 6.6 |
| F23 Early middle aged parents likely to be involved in their children's education | 6.5 |
| E17 Comfortably off suburban families weakly tied to their local community | 5.7 |

## Low Free School Meals / Low Attainment

**Table 5 : Types most representative of pupils attending schools with Low Free School Meals and Low Attainment**

| Mosaic type | % of pupils |
|---|---|
| K51 Often indebted families living in low rise estates | 13.8 |
| E18 Industrial workers living comfortably in owner occupied semis | 8.9 |
| J45 Low income communities reliant on low skill industrial jobs | 7.3 |
| O68 Families with varied structures living on low rise social housing estates | 7.3 |
| B6 Self employed trades people living in smaller communities | 5.7 |

## 3. Comparing Kent

Comparing Kent to other local authorities to see how the county performs in relation to others with similar statistical characteristics.

The results in this section refer to the whole population in an area rather than just those pupils sitting their Key Stage 2 results.  Thus, the results should be interpreted accordingly.

### Bedford LEA compared to Kent LEA

When the Mosaic profile of Bedfordshire is compared to Kent, the profile is fairly similar.   However, the types which account for a higher proportion of the population when compared to the population of the same types in Kent are the family groups:

- D16 High income families concerned with education and careers
- F24 young parents new to their neighbourhood, keen to put down roots

201

- F23 Early middle aged parents likely to be involved in their children's education
- E18 Industrial workers living in comfortably in owner occupied semis

These types account for 16% of the population of Bedfordshire compared with 8% in Kent and are types that mostly appear to perform well at key stage 2.

Types which are more represented in Kent are:

- B8 Mixed communities with many single people in the centres of small towns
- J45 Low income communities reliant on low skill industrial jobs

These two types account for 6% of the Kent population compared with 3% of the Bedfordshire's population and out analysis suggest that these two groups are less likely to perform well at key stage 2.

This shows Kent has a higher proportion of types that are less likely to perform well at Key Stage 2 yet retains a similar proportion of pupils achieving Level 4 or above.


## Slough LEA compared to Kent LEA

In comparison to Slough, the Kent profile is significantly different. The population of Slough has a much higher proportion of people from ethnic backgrounds than in Kent particularly of South Asian descent. These are the types:

- E20 upwardly mobile South Asian families living in inter war suburbs
- I42 south Asian communities experiencing social deprivation
- I40 Multi- ethnic communities in newer suburbs away from the inner city

These types represent 29% of the population of Slough compared with just 0.6% in Kent. Type E20 is the most dominant type accounting for nearly a quarter (24%) of the population in Slough. People from this type attach a high importance to their children's education. There is a strong preference for vocational qualifications enabling young people to enter professions such as law, medicine and accountancy.

Other types over represented in the Slough profile compared to Kent are singles and childless couples in new houses and flats such as:

- H35 Childless new owner occupiers in cramped new homes
- H36 Young singles and sharers renting small purpose built flats
- F24 young parents new to their neighbourhood, keen to put down roots

These types account for 50% of the population compared to 6% in Kent.

In contrast, Kent has a higher proportion of the population who are from the types typical of older owner occupiers, some with children of secondary school age and other with children who have left homes. These types include

- B5 Better off empty nesters in low density estates on town fringes
- D13 higher income older champions of village communities
- B6 Self employed trades people living in smaller communities
- D15 Well off commuters living in spacious houses in semi rural settings

These types account for 16% of the population in Kent compared with 0.7% in Slough.

The difference in the population makes it difficult to assess how Kent performs in comparison to Slough. It highlights that attainment is not necessarily related to one particular combination of Mosaic types. Although the two areas have a different combination of types, those types which are over represented in the profiles are generally those which are interested in their children's education.

(Source: KCC Oct 2011)

# Appendix 7:  <u>Characteristics of Effective Leadership</u>

**<u>Effective Headteachers:</u>**   Effective Leadership is dependent on the leader having not only a clear sense of direction but also a clear sense of purpose. Effective Headteachers have a strong set of beliefs underpinned by clear and articulated values. In an effective school it is the shared values that underpin the actions and create a sense of purpose and meaning within the wider workforce.

**They have 3 Fundamental Core Components:**
- They establish the core **values** by which the school will function
- They define the core **purpose** of the organisation
- They secure the commitment and engagement of the **people** to live the values and achieve the purpose

**The CORE VALUES of all Headteachers must be:**
- Social Justice
- Equity and Inclusion
- Access to Educational Opportunities for all

**The CORE PURPOSE of all Headteachers must be:**
- Develop educational policies and strategies to secure the values

**The focus on the PEOPLE within the school must be:**
- To ensure commitment and to model the principles in practice

If we lived in an ideal world where all our aspirations were met leadership would be about managing the status quo. As it is, achieving social justice for virtually every society in the world implies change. Therefore this is all underpinned by the fundamental precept that leadership is about change, innovation and creativity.

**<u>Understanding Leadership</u>**
There is over 40 years of research into School Improvement and School Effectiveness research and leadership has been scrutinized at all levels. Despite this leadership remains a complex, elusive and often disputed concept. The following are what consensually the majority of researchers looking at leadership in educational contexts agree describe effective Headteachers:

**Leadership Behaviours**
- Predict and prevent intervention
- Sharing leadership and building capacity
- Building learning communities
- Moving from bonding to bridging
- Dialogue/negotiation and scenario building
- Consensus building
- Measuring impact

**Leadership Qualities**
- Understanding the big picture
- Professional courage and moral confidence
- Commitment to innovation
- Willingness to challenge authority
- Building capacity and sustainability
- Social and emotional literacy
- Personal authenticity
- Reservoirs of hope and resilience

**A word picture of a Good Headteacher**
The following set of words may not be totally definitive and not all Headteachers will have all these characteristics. Outstanding Headteachers will have the vast majority of these attributes. This breaks down the rather formal description of leadership behaviours and qualities above into more 'human' characteristics and ones which most of us would easily recognise and attribute when meeting Headteachers.

On 'First Contact' they are:
- Smiley
- Smart
- Welcoming
- Confident

In discussion and on a tour of the school you see and hear the following:

| | |
|---|---|
| • Brooks no excuses | • Keen to overcome barriers to learning |
| • A convincing personality | • Respectful |
| • Tackles poor performance from adults and children alike | • Inclusive |
| • Maximises the possibilities for support form the community | • Focused |
| • Clear and consistent communicator | • Purposeful |
| • High expectations and aspirations for all | • Able to meet a variety of information agendas |
| • Empathy | • Challenging and supportive |
| • Sense of humour | • Data guru |
| • Active Listener | • Clear values which she/he lives |
| • Child focused | • Uncluttered, calm environment |
| • Team player but clear about their leadership role | • Ambitious |
| • Consistent | • A learner |
| • Professional conversation | • Able to make mistakes |
| • Encouraging | • Aware of pace |
| • Distributive/empowering | • A convincing personality |
| • Quick on key messages | • Commands followership<br>• |
| • Creative/Innovative and solution focused | • Taking staff along |
| • Able to value the contributions of others | • Clear practical vision |

Source: Report to KS2 Select committee. School Standards and Improvements. KCC 2011.

## Appendix 8: Family Liaison Officers (FLO) & Parent Support Advisers (PSA)

<u>**Roles of PSA and FLO:**</u>

**On a daily basis..................**

| | |
|---|---|
| Meeting on the Playground | Art/Reading/Craft/Gardening groups |
| School nurse visits | Family music sessions |
| Parents clubs | Parenting Skills |
| Support at meetings | Computer Club for Parents |

Variety of support and self help groups

Coffee mornings

Informal chats with parents

Mother and Toddlers Sessions

Celebration parties/discos

Extended Schools Activities            Newsletters

Adult Education / Adult Literacy Support

Trips - both day and in the holiday

**Senior FLOs**
- Provide group supervision for all FLOs and PSAs in their localities once a term
- Keep up to date and link with local districts and multi agency partners and developments
- Arrange network meetings for the passing on of information that is appropriate for the roles of FLOs and PSAs. Identify, arrange and facilitate appropriate training as required locally
- Provide a contact point for FLOs and PSAs and issue guidance around issues to do with their roles. Work with schools in understanding the FLO PSA role.
- All Seniors trained by Canterbury Christchurch University in a module about group supervision. Update days and review continue coordinated by County Lead.

**County Lead Role**

Ensure consistency of practice and provide professional leadership. Ensure FLOs and PSAs operate as part of an effective multi-agency approach.

Overarching ability to influence and move things forward for FLOs and PSAs. Represent this role strategically working across directorates and out to schools.

Work across agencies to provide training opportunities with multi agency partners.

## Appendix 9: Parent Consultation

**Guidelines for Activities**
Introduction

- We want to find out why some children do well at KS2 and why some don't do so well. Is it to do with the school? Pupils themselves? Home life? Where you live?

- We are talking to children, parents, headteachers and governors around Kent to help us understand the issues.

- We want to make sure that every child has the opportunity to do as well as they can in life, no matter where they live, what school they go to or what their home life is like. What you tell us today will be taken back to the committee and recommendations from them will shape the future.

- We want to make this as fun as we can so that you go away feeling that you have enjoyed having your say on this important issue.

**Ice breaker with Balloons**
Questions are attached to labels tied to balloons. The idea then is to pat the balloons between the parents and the person who catches it answers the question, recording the answers.

**Tags for balloons for icebreaker**

| | |
|---|---|
| Three words that describe your child | One wish for your child |
| Something that you do with your child | The hardest thing about being a parent |
| Is Kent a good place to bring up a child? | |

These need to be placed on tags and attached to balloons.

**Activity 1: Parent Questionnaire:**

# Parent Questionnaire
# Key Stage Two
# Select Committee

## What is important to you for your children, what do you dream for them?

| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |
|---|---|---|---|---|---|
| **1.My child enjoys school** | | | | | |
| *Please give one example* | | | | | |
| **2. The school keeps my child safe** | | | | | |
| *How do you know?* | | | | | |
| **3. My school informs me about my child's progress** | | | | | |
| *How do they do this?* | | | | | |
| **4. My child is making progress at this school** | | | | | |
| *How do I know?* | | | | | |
| **5. The teaching is good at this school** | | | | | |
| *I know this because ……* | | | | | |
| | Strongly agree | Agree | Disagree | Strongly disagree | Don't know |

| | | | | e | |
|---|---|---|---|---|---|
| **6. The school helps me to support my child's learning** | | | | | |
| *Please give one example* | | | | | |
| **7. The school helps my child to have a healthy lifestyle** | | | | | |
| *How do I know?* | | | | | |
| **8. The school makes sure that my child is well prepared for the future** | | | | | |
| *I know this because* | | | | | |
| **9. The school meets my child's particular needs** | | | | | |
| *Please give an example* | | | | | |
| **10. I feel confident to approach the school** | | | | | |
| *I know this because* | | | | | |
| **11. The school listens to me when I approach them** | | | | | |
| *I know this because* | | | | | |
| **12. I am happy with my child's experience at this school** | | | | | |
| *I know this because …..* | | | | | |

**Activity 2 "What Future Do You Dream For Your Child?" - Wall Activity**
Sheets with statements on put on wall. Five Stickers are used by each parent – doesn't matter about colour size whatever you like. Parents use the five stickers to choose which are the most important things for them in their hopes for the future of their children.

The statements were
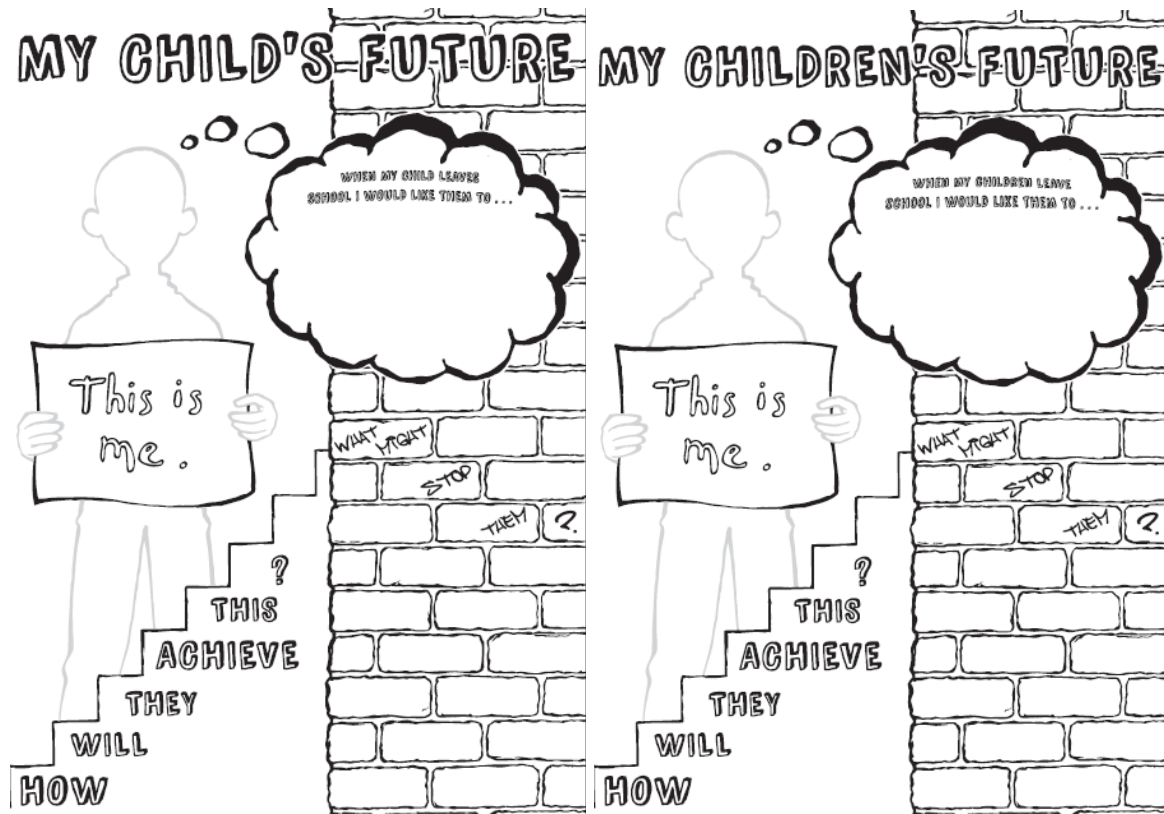Confident and motivated                    Happy

Secure and independent          Fulfilling Relationships
Kind and loving                 Honest
Financially stable              Full employment
Further education               Becoming a parent


**My Child's/Childrens Future.**
Parents were asked to complete the "My Child's/ Children's Future" sheet.

# **Appendix 10: Kent Challenge Approach**

## **Differentiating the Kent Challenge**

Within the overall aims of the Kent Challenge approach for ensuring improvement in all Kent Schools, there is a Specific Partnership Approach for those schools who meet the criteria laid down by the DfE in March 2011.

- Currently in an Ofsted category
- Meets the DfE criteria for underperformance: below the floor standard of 60% primary or 35% secondary in 2011, and below the progress measures for English and/or Maths. We await the publication of the progress measures for 2011.
- Below the floor standard for 5 consecutive years
- Below the floor standard for 3 out of the last 5 years
- Due an Ofsted inspection in 2011-2012 with potential triggers from external monitoring reports around Leadership and Management, Teaching and Learning, Attendance and behaviour, safeguarding and parental complaints

These schools are *priority schools* and are the focus for challenge and intervention. These schools:
- Are subject to full school reviews leading to an individual action plan for improvement
- Attend 6 weekly, or in some cases monthly, formal progress Review meetings
- Receive additional professional development and training for Governors, staff and the Headteacher
- Receive fortnightly (or in some cases, weekly visits by the District Head (S&SI) or the School Improvement Adviser to monitor impact and improvement
- Are expected to demonstrate rapid improvement in the quality of teaching and learning with no teaching judged as less than satisfactory and the majority of teaching good or better. The quality of teaching is monitored through joint observation with the Headteacher and the District Head (Standards and School Improvement) and pupil progress is monitored through the School Improvement Adviser with teachers and subject leaders in schools.

## **The Specific Partnership Approach**
This Specific Partnership Approach is a four year programme which will be developed in partnership with schools, the DfE and external providers. It is expected that those schools identified through the criteria and involved in the Specific Partnership Approach will make significant progress in the first two years of this programme followed by continued and sustained improvement in the second two year period. This programme recognises the need for serious, bold and at times difficult decisions to be made to ensure that Kent schools perform in excess of national expectations on a range of benchmarks.

## **Success Indicators of the Specific Partnership Approach will be:**

- A reduction of at least 75% in underperforming schools, particularly focusing on English and Maths (as defined by the DfE criteria)
- An increase in the proportions of good and outstanding schools as defined by Ofsted and the Local Authority

- A significant reduction in the gaps between educational outcomes for all but particularly for disadvantaged children and young people
- Kent recognised as a national example of good practice in many areas of school improvement

## Research base for the Specific Partnership Approach

Evidence from London Challenge and City Challenge as well as Kents own Secondary National Challenge experience suggests that schools that have been involved in such challenge partnerships:

- Perform better and improve at a faster rate than schools in terms of exam results in both secondary and primary
- The percentage of schools judged outstanding significantly increases following involvement in the programme
- A lower % of schools fall into an Ofsted category
- School leaders and teachers in the monitoring and evaluation processes reflected that they were more motivated to think beyond their own schools resulting in a greater quantity and improved quality of successful collaboration activities. This is a key driver for improvement.

## Benefits of being involved in a Specific Partnership Approach

- An accurate audit of need
- A much faster brokering of the necessary resources to support identified priorities
- Effective chairing of the regular school improvement boards to monitor and review progress
- Embedded the use of performance data to track pupil progress and steer intervention and secured high quality teaching.

(Source: Draft Kent Challenge framework KCC 2010, The Kent Challenge – Tackling underperformance in Kent, KCC2010)

## Appendix 11: Leadership Strategy

This will form the basis of the Leadership Strategy – looking to develop a Kent Leadership Academy - which will be written and ready for consultation in April 2012.
**…. We know that we can develop effective leaders by ensuring that**

Leadership development is:
- rooted in learning
- involves reflection and challenge
- involves social relationships
- is work based ( the best way to learn to lead is to actually lead)

To be effective Heads need to focus on developing outstanding practice in the following areas. We are currently running a programme called 'Thinking Leadership' with a group of schools based on exactly these foci and using the principles of effective leadership outlined above (appendix x).

- To conduct a school review with an Ofsted Lead and their SLT. This includes a written feedback with recommendations
- Preparing a pre inspection briefing in order to be prepared for Ofsted Inspection and beyond
- Changing the 'fabric' Showing off' – what does your school say about you?

| | |
|---|---|
| - Changing and sharpening language | - Parents/Community |
| - De-cluttering | - Diocese |
| - Signalling High expectations | - Display and environment |
| - Raising aspirations | - Equality of opportunity |

- Joint Lesson Observations
- Leading staff meetings on a range of aspects relating to school improvement priorities
- Commissioning regular school improvement consultancy
- A bespoke programme of moving satisfactory to good teaching (A six week programme Every lesson Counts written by Kent)
- Developing your curriculum – Is your provision motivating, engaging and delivering for all your children?
- Tracking pupil progress – Are your pupil progress reviews maximising and enabling accelerated progress?
- Working with parents: Supporting their children's learning particularly in KS 2 and preparation for the transfer
- Developing your SLT: Real distributive leadership or delegation of tasks?
- Writing your school self evaluation – How are you going to reflect your achievements, your priorities and most importantly the impact of all your activity on children's learning?
- Behaviour and Safeguarding review
- Understanding Learning
- Analysing and interpreting data
- Securing Improvement
- Facilitating school to school collaboration – facilitating and developing groups of schools who may wish to focus on specific foci.
- Learning Walks focusing on gathering evidence for impact on school improvement priorities

Source: Report to KS2 Select committee. School Standards and Improvements. KCC 2011.

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